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ABSTRACT

The five-volume directory describes more than 1,200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs. The projects are grouped into sections representing the seven program areas of the Individuals with Disabilities Education Act (IDEA) Amendments (1997), Part D. This volume, the first of the set, describes projects concerning "Research and Innovation To Improve Services and Results for Children with Disabilities" and "Studies and Evaluations". The Research and Innovation projects aim to produce and advance the use of knowledge to improve services provided under IDEA, including improving the practices of personnel who are providing services to children with disabilities and improving the educational results for these children. The Studies and Evaluation projects are designed to assess the effectiveness of state and local efforts to provide a free appropriate education to children with disabilities and to provide early intervention services to infants and toddlers with disabilities or those at risk of developmental delays. The approximately 500 projects described are grouped by funding competitions and include information on grant number, title, project director, beginning and ending dates, and contact information. An abstract usually describes the project's purpose, proposed method, and proposed products. Four indexes are provided: a project director index, an organization index, a state index, and a subject index. (DB)

ED 417 556

Discretionary Projects Supported by the Office of Special Education Programs

Under the Individuals with Disabilities Education Act

Fiscal Year 1997

RESEARCH, INNOVATION, AND EVALUATION

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

EC 306 303

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Discretionary Projects Supported by the
Office of Special Education Programs
Under the Individuals with Disabilities Education Act

Fiscal Year 1997

RESEARCH, INNOVATION, AND EVALUATION

Prepared by
Ray Orkwis, Judi DeCarme, and Jeanne Glover
The ERIC/OSEP Special Project
ERIC Clearinghouse on Disabilities and Gifted Education
The Council for Exceptional Children

U.S. Department of Education
Office of Special Education Programs
Research to Practice Division

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Research, Innovation, and Evaluation

Table of Contents

Competition

84.023B
Student-Initiated Research Projects 1

84.023C
Field-Initiated Research Projects 13

84.023D
Directed Research Projects 47

84.023E
Synthesize and Communicate a Professional Knowledge Base: 63
Contribution to Research and Practice

84.023F
Examining Alternatives for Outcome Assessment for Children with Disabilities 67

84.023G
Studying Models that Bridge the Gap Between Research and Practice 77

84.023N
Initial Career Awards 85

84.023P
Increasing Participation in General Education Development 93
Programs among Youth with Disabilities

84.023S
Study on Pre-Reading and Reading Skills of Young Children 97

84.023V
Research Institutes to Accelerate Learning for Children with Disabilities 101
with Curricular and Instructional Innovations: Grade 4—Grade 8

84.024B
Model Demonstration Projects for Young Children with Disabilities 105

84.024D
Outreach Projects for Young Children with Disabilities 141

84.024K
Early Childhood Research Institute: Integration 187

84.024P
Early Childhood Models: Inservice Training Projects 191

84.024Q
Early Childhood Research Institute Follow Through 201

84.024S
Early Childhood Transitions Institute 205

84.025D
Model Demonstration Projects for Children Who Are Deaf-Blind 211

84.025S
Research Validation and ImplementationProjects for Children Who Are Deaf-Blind 217

84.078A
Regional Programs for Children and Youth with Deafness 221

84.078C
Model Demonstration Projects to Improve the Delivery and Outcomes 227
of Postsecondary Education Services for Students with Disabilities

84.086D
Research Projects for Educating Children with Severe Disabilities in Inclusive Settings . . . 259

84.086U
Outreach Projects: Serving Children with Severe Disabilities in General 261
Education and Community Settings

84.086V
Institute on Implementing Inclusive Education for Children 269
with Severe Disabilities

84.158D
Model Demonstration Projects to Identify and Develop Alternatives for Youth with 275
Disabilities Who Have Dropped Out of School or Are At-Risk of Dropping Out of School

84.158J
Research Institute on Secondary Education Services for Children 279
and Youth with Disabilities

84.158Q
Outreach Projects for Services for Youth with Disabilities 283

84.158U
Research Projects on Student Involvement in Transition Planning 303

84.158V
Model Demonstration Projects to Improve the Delivery and Outcomes 307
of Secondary Education Services for Students with Disabilities

84.159D
State and Local Education Efforts to Implement the Transition Requirements in IDEA 325

84.159E
Longitudinal Study of the Impact of Early Intervention Services on 329
Infants and Toddlers with Disabilities

84.159G
Center for Special Education Finance Contract 333
State/Federal Information Forum for Program Improvement Contract
Technical Assistance in Data Analysis, Evaluation, and Report Preparation

84.159H
Testing the Use of an Instrument to Measure Student Progress 337

84.221A
Native Hawaiian Special Education Project 341

84.237F
Preventing the Development of Serious Emotional Disturbance 345
among Children and Youth with Emotional and Behavioral Problems

84.237G
Nondiscriminatory, Culturally Competent, Collaborative Demonstration Models to 353
Improve Services for Students with Serious Emotional Disturbance and Prevention
Services for Students with Emotional and Behavioral Problems

84.237H
Developing Effective Secondary School-Based 361
Practices for Youth with Serious Emotional Disturbance

Contracts 367

Indexes

Project Director 373
Organization 377
State 381
Subject 383

This directory, which is presented in five separately published sections, describes more than 1200 discretionary grants and contracts supported by the Research to Practice Division of the Office of Special Education Programs, which administers the discretionary programs authorized by the 1997 amendments to the Individuals with Disabilities Education Act (IDEA). The projects were funded under the provisions of the original IDEA but for the purposes of this directory are grouped into five separate sections representing the seven program areas of the newly authorized IDEA Part D:

1: **Research, Innovation and Evaluations** (which covers two programs: *Research and Innovation* and *Studies and Evaluations*)

2: **Personnel Preparation**

3: **Technical Assistance, Dissemination, and Parent Training** (which covers two programs: *Technical Assistance and Dissemination* and *Parent Training and Information)*

4: **Technology and Media Services**

5: **State Improvement**

This section of the directory, "Research, Innovation, and Evaluation," presents projects categorized in the following two newly authorized discretionary programs: **Research and Innovation to Improve Services and Results for Children with Disabilities,** and **Studies and Evaluations.** The **Research and Innovation** program aims to produce, and advance the use of, knowledge to improve the services provided under IDEA, including the practices of professionals and others involved in providing services to children with disabilities, and to improve educational results for children with disabilities. The **Studies and Evaluations** program is designed to assess the effectiveness of State and local efforts to provide a free appropriate public education to children with disabilities, and to provide early intervention services to infants and toddlers with disabilities and infants and toddlers who would be at risk of having substantial developmental delays if early intervention services were not provided to them.

Within this section of the directory, the projects are grouped by the competitions under which they were originally funded. Access to the project information is enhanced by several indexes, which include:

- **Project Director Index**
- **Organization Index**
- **State Index**
- **Subject Index**

This directory is also accessible as a searchable database on the World Wide Web. The Uniform Resource Locator is **http://www.cec.sped.org/osep/search.htm**

If any errors are found in this material, please report them to the ERIC/OSEP Special Project (chriss@cec.sped.org) so that future editions of the directory and the database will be as accurate as possible.

Competition 84.023B: Student-Initiated Research Projects

Grant Number: H023B70028

The Parents as Partners Project

Project Director: Powers, Laurie; Geenen, Sarah (Student)

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1998

Oregon Health Sciences University
Child Development and Rehab Cent
3181 SW Sam Jackson Park Road
Portland, OR 97201-3098
(503)494-7784

Purpose: This study will examine the effect of parent participation in promoting the successful transition of youth from school to adult roles, particularly for ethnically diverse families. A basis for the research is to assess the roles that minority parents are currently assuming in transition planning and how this profile matches the type of involvement desired by these parents. The definition of participation and its practice across cultural variations and in contrast to educators perspectives will also be evaluated.

Method: The project will consist of two interrelated studies using different methodologies. The first study will be a qualitative investigation of the essential themes and activities in parent participation. The second study will be a survey designed to gather systematic information about the participation experiences of parents and their desire for involvement in the transition planning process. Both studies will involve ethnically diverse populations. Additionally, professionals will be asked to complete the survey, providing a look at their perceptions and attitudes toward parent participation.

Products: Findings from the project will be disseminated through research articles, presentations, and user-friendly reports that will be distributed to schools and families.

Grant Number: H023B70033

Enhancing Treatment Utility in Instructional Consultation Problem Solving: Comparison of Alternative Assessment Technologies

Project Director: Kratochwill, Thomas R.; Beavers, Karen (Student)

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

University of Wisconsin Board of Regents
Wisconsin Center for Educ
750 University Avenue
Madison, WI 53706-1490
(608)262-5912

Purpose: This investigation will address several questions about different assessment approaches: do they produce different child treatment outcomes?, do they yield different levels of treatment integrity?, do they elicit different levels of consumer satisfaction with treatment plans?, and do different assessment approaches have different monetary and social costs?. To address these issues of treatment utility, the study will vary assessment approaches in a problem-solving consultation model.

Method: Forty teachers and their students who have academic problems will be randomly assigned to one of two conditions: functional analysis and empirical. In the first, a consultant will identify functional relationships among environmental events and targeted academic and social behaviors to develop an intervention plan. In the second, a consultant will select an intervention plan based on empirically demonstrated treatments matched to various treatment targets. A consultant will facilitate interventions consistent with the two conditions through a common problem-solving instructional consultation model.

Products: The consultant will provide teacher/consultees with a written report and help teachers to implement intervention programs for their students who have academic problems. Through its outcomes, the study hopes to improve the effectiveness of approaches as described in the questions above.

Grant Number: H023B70035

Behavioral Regulation in Males with Fragile X

Project Director: Bailey, Don B.; Roberts, Jane (Student)

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

University of North Carolina - Chapel Hill
Frank Porter Graham Chi
300 Bynum Hall CB 4100
Chapel Hill, NC 27599-4100
(919)966-4250

Purpose: This research study will investigate the relationship between physiological and behavioral variables of male children with Fragile X Syndrome (FXS), based on the hypothesis that the typical behaviors in these children have a basis in arousal modulation which is mediated by the autonomic nervous system.

Method: Three groups of 25 boys will be included in the research design: 25 diagnosed with FXS, 25 chronological age-matched typically developing peers, and 25 mental age-matched typically developing peers. All the data collected in this study are considered child measures and will be divided into either physiological or behavioral data.

Products: The knowledge gained through this study should assist educators, therapists, families, physicians, and psychologists to make valid diagnoses and to develop effective interventions for these children. The study will increase the understanding of how biological and environmental factors influence developmental outcomes. Important information about how to reduce maladaptive behavior and how to optimize social and developmental outcomes will result. Dissemination efforts will include journal publication and presentations at conferences. Specific publications include summary reports targeted to professionals serving these children.

Grant Number: H023B70039

Assessments of Pre-Schoolers Resilience in Special Education and Poverty Related Programs

Project Director: Walther-Thomas, C.; Stronge, J.;
Reed-Victor, Evelyn (Student)
College of William and Mary
School of Education
PO Box 8795
Williamsburg, VA 23187-8795
(757)221-2310

Beginning Date: Jun 1, 1997
Ending Date: May 31, 1998

Purpose: This research project will extend the study of resilience factors to diverse preschoolers in need of effective early intervention. The sample will include 100 preschoolers, ages three to five, in programs for children at high risk for school and behavioral problems, specifically, special education, Chapter 1, and homeless education.

Method: The first phase of the research plan will develop a Resilience Intervention Checklist based on recommended practices. In phase two, child risk and protective factors will be identified based on the Five Factor Model andstaff-recommended interventions identified with the checklist. In the last phase, child factors and recommended interventions will be compared across the three preschool groups with identified disabilities or developmental risks. Data will be analyzed in relation to child, family, school and community protective factors which are predictive of resilience.

Products: This approach is expected to yield resilience profiles of young children with diverse characteristics as well as desirable interventions for special education and poverty-related programs. This causal-comparative research has important implications for building individually appropriate and collaborative services for preschoolers in need of resilience-oriented programs.

Grant Number: H023B70044

A Comparison of the Effects of Proleptic Versus Direct Strategy Instruction on the Composition Skills of Students with Learning Disabilities

Project Director: Graham, Steve; Troia, Gary (Student)

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

University of Maryland College Park
Research Admin and Advancement
Lee Building - Room 2100
College Park, MD 20742-5141
(301)405-6493

Purpose: This research project will examine whether deliberately inducing mindfulness during the process of strategy instruction improves the learning, maintenance, and transfer of strategies for writing by students with learning disabilities. Two methods for teaching strategies will be compared: proleptic strategy instruction and direct strategy instruction. In the proleptic approach, mindfulness will be encouraged by engaging students in a variety of self-reflective practices as they learn and use the target strategies. In the direct strategy instruction method, rather than helping students determine for themselves how to modify the strategies, the relevance and consequence of their use, and so forth, the instructor will explicitly tell them this information. All other aspects of the instruction being equal, the effects of deliberately inducing mindfulness during strategy instruction will thus be assessed by comparing the two approaches. In turn, these two approaches will be compared to a third, a control group receiving writing instruction in a modified version of the workshop approach.

Method: Forty-five students with learning disabilities from one school will be randomly assigned to the three conditions. All students will practice writing stories. The two strategy instructional groups will learn to use goal setting, brainstorming, and sequencing strategies to plan their papers. Products from the story writing and from generalizations will be examined for evidence of: strategy use; productivity; and the length, complexity, and quality of the compositions. Interviews with participating students and their teachers will focus on the social validity of the three instructional conditions.

Products: The study will show, in children with learning disabilities, the relation between knowing how to apply a strategy and using that strategy, a measure of their function as independent, responsive learners. This study will provide a comparison between proleptic learning strategy training and direct strategy training in order to determine which instructional method will result in more generalizable strategy deployment and better performance. The study will also assist in making specific recommendations to teachers regarding the types of classroom instructional procedures they can use to bolster students transfer of knowledge, skills, and strategies so that teachers need to spend less time reteaching material.

Grant Number: H023B70046

A Statewide Investigation of IEPs/Statements of Transition Services in Louisiana

Project Director: Everson, Jane; Zhang, Dalun (Student)

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1998

Louisiana State University Medical Center
Human Development Center
439 Bolivar St., 8th Floor
New Orleans, LA 70112
(504)942-8245

Purpose: The goal of this research project is to investigate the quality of a representative sample of individualized education programs and statements of transition services for youth with disabilities in Louisiana. Specifically, the project will address questions of compliance with the mandates of IDEA; effective transition planning; and differences across gender, disability, and regional demographics.

Method: The sample for this study will be drawn from students who are classified into one of the 13 disability categories and who will be 18 or older in 1997. Approximately 800 students will be randomly selected across Louisiana. Written IEPs or statements of transition services will be gathered, reviewed, and scored and the results analyzed. Descriptive analyses will be conducted on adherence to IDEA s mandates, the format of the plan, and reflection of best practices.

Products: The final product of this research project will be a written report which will be disseminated through various types of avenues nationally. The findings will be used by the Louisiana Statewide Transition Project to plan training and technical assistance and policy analysis activities across the state.

Grant Number: H023B70053

Family Adaptations: The Division of Responsibilities in Mexican Families of Children with Developmental Disabilities

Project Director: Bailey, Don; Rodriguez, Patricia B. (Student)

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

University of North Carolina - Chapel Hill
Frank Porter Graham Chi
300 Bynum Hall CB 4100
Chapel Hill, NC 27599-4100
(919)966-4250

Purpose: This research project builds on current theory and research findings in its goal to identify factors that contribute to the understanding of Mexican families, particularly those related to the division of responsibilities among parents of young children with developmental disabilities. Mexican families constitute a distinct group in which there is considerable variability in how families deal with the various aspects of developmental disability, and research is needed to properly identify the challenges, issues, and needs of this cultural group and the implications of such information for intervention.

Method: The proposed research will use a mixed-method, balanced design with 60 Mexican families of young children with mental retardation living in the United States. Interviews will provide a comprehensive view of the division of familial responsibility within families. Quantitative and qualitative procedures will be used to determine the extent to which family factors, child characteristics, and family resources influence the division of responsibilities between mothers and fathers in families of young children with disabilities.

Products: The research will potentially influence the fields of early intervention and special education by helping professionals to develop and implement strategies that facilitate family-service provider relations. Instructors can use the information to develop a conceptual framework to lead to a better understanding of the impact of children with developmental disabilities on families. Researchers interested in the generalizability of research conducted on subgroups of the Latino population can use the data as a source of information to conduct cross-culturalcomparative research.

Grant Number: H023B70060

The Effects of Student Performance Feedback on the Reading Progress, Achievement, and Instructional Programs of Students At Risk for Learning Disabilities

Project Director: Shinn, Mark R.; Bamonto, Suzanne (Student)

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

University of Oregon
School Psychology Program
5219 University of
Eugene, OR 97403-5219
(541)346-2144

Purpose: The goal of this study is to evaluate the effectiveness of ongoing progress monitoring of low-performing students in general education classrooms and to identify factors that may lead to more effective use of performance data by classroom teachers, in order to decrease the number of children who "slip through the cracks" and fail to acquire adequate reading skills.

Method: Sixty second-grade general education teachers in urban school districts in Massachusetts and 300 students in their low reading groups will be selected to participate in this study. Teachers will be randomly assigned to one of two feedback conditions or a no-feedback control group. At the beginning of the study, students in all three conditions will be administered curriculum-based reading probes and a published reading test. During the 12 weeks of implementation, reading performance data will be collected twice weekly on the two experimental groups. Experimental teachers will receive feedback every three weeks on the progress of either a single student or the entire low reading group. A key question is whether general education teachers effect greater student achievement when given information on a group of students rather than on an individual student.

Products: Information about the project s major characteristics, operating procedures, assessment system, outcome data, and training products will be distributed via a project report, research papers, a teacher handbook, conference presentations, and in-service consultations.

Grant Number: H023B70068

Using Constant Time Delay to Teach Preventative Safety Skills to Preschoolers with Disabilities

Project Director: Rule, Sarah; Tso, Marion (Student)

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

Utah State University
Center for Persons with Disabilities
Logan, UT 84322-6800
(801)797-1987

Purpose: The project will examine the direct and observational learning effects of a constant time delay procedure, which has been effective in teaching a variety of skills in one-on-one and group contexts, on the acquisition, generalization, and maintenance of preventative safety skills of preschoolers with disabilities.

Method: Ten preschool-age children with disabilities from five classrooms will participate in this study on preventative safety skills, that is, recognizing an unsafe situation and changing it to make it more safe. A focus group of parents and teachers will help determine what specific skills to teach. Responses by paired children to these situations will be measured in the classroom, home, and outdoor play areas. One child in the pair will be taught using a constant time delay procedure while the other observes. The study will measure: the acquisition of preventative safety skills by the target and observational learners; generalization of skills to other settings; continued performance of the acquired skills after training has ended; and the reliable implementation of the procedure within the natural context of a preschool classroom.

Products: It is expected that the children will learn safety skills that may prevent accidents and injuries. Also, the results will contribute to knowledge about generalization of skills learned through naturalistic procedures such as constant time delay and observational learning.

Grant Number: H023B70073

Television Literacy: Comprehension of Program Content Using Closed-Captions for the Deaf

Project Director: Jackson, Dorothy; Jelinek Lewis,
Margaret S. (Student)
Ohio State University Research Foundation
1960 Kenny Road
Columbus, OH 43210-1063
(614)688-4175

Beginning Date: Aug 15, 1997
Ending Date: Aug 14, 1998

Purpose: The goal of this research-based project is to determine how accessible television is to the deaf population, by assessing the comprehension of television programs with and without captions. Captioning has been looked at previously as a tool for assisting literacy development; this study examines the initial comprehension of television programs and the implications this has for early language acquisition and literacy development.

Method: Project personnel will assess comprehension using a criterion-referencing reading comprehension test for both deaf and hearing samples. For students who score below criterion, a classroom-based intervention with teacher coaching and vocabulary practice will be implemented. In addition, the project will examine whether closed-captioned television and videos can be used to increase literacy, especially reading comprehension. A multiple-viewing condition will be added to determine its effect on comprehension of the concepts presented in the captions.

Products: After data analysis, vocabulary skills training will be provided to all students who score below criterion on the comprehension test in order to increase vocabulary, conceptual knowledge, and literacy awareness. Data will be entered into a database and further analyzed. Results will be prepared for publication in scholarly journals and newsletters and at school workshops or conferences for teachers and professionals.

Grant Number: H023B70074

Toward Resilience: The Ecology of Motherhood for Women with Serious Mental Illness

Project Director: Boone, Harriet; Selz, Laurie J. (Student)

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

University of North Carolina at Chapel Hill
Frank Porter Graham Ch
CB 4100 Bynum Hall
Chapel Hill, NC 27599-4100
(919)966-7168

Purpose: The first goal of the study is to describe the interplay of the vulnerabilities and protective factors framing the lives of families in which the mother has a psychiatric illness, with a particular focus on known predictors of resilience, including interpersonal support, day-to-day routines and activities, the mother-child relationship, and personal appraisals of parenting competency and distress. The second goal is to assess variations in child development outcomes as a function of these resilience factors.

Method: Qualitative interviews and standard measures of social support and parenting stress will be administered to mothers; a screening instrument assessing developmental outcomes in infants and young children will be completed; and a document review will be conducted to ascertain the presence of parenting supports in mothers mental health service plans. Thirty mothers with serious mental illness will be recruited through area mental health programs and self-help/advocacy groups.

Products: Study findings will be relevant to service providers and consumers in both mental health and early intervention systems, and will contribute to the development of enhanced models of intervention and service delivery.

Grant Number: H023B70085

"Our Forgotten Silent Flowers": Understanding Deaf Asian Students

Project Director: Andrews, Jean; Plue, Cynthia (Student)

Beginning Date: Dec 1, 1997
Ending Date: Dec 1, 1998

Lamar University
Department of Communication Disorders
P.O. Box 10076
Beaumont, TX 77710
(409)880-8177

Purpose: This research project will gather data on the academic and social needs of deaf Asian and Pacific Island students in the United States, a multicultural population that has not been studied extensively.

Method: The project will gather data on academic achievement of deaf Asian/Pacific Island students on an adapted version of the Stanford Achievement Test. It will interview 30 students from this group on variables that they feel have influenced their performance in school, and it will interview successful adults from this population as to what has contributed to their success. Data will be analyzed using descriptive and inferential statistics.

Products: The project will develop a manual on best tips and practices for professionals working with deaf Asian/Pacific Island persons. Results will be disseminated through conference presentations, distance learning workshops, journals, and the Internet. Overall benefits will be an increased understanding of the language, culture, and academic needs of deaf Asian/Pacific Islanders.

Grant Number: H023B70087

Persistence in Inclusionary Settings

Project Director: Singer, Judith D.; O Reilly, Fran E. (Student)

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 1998

Harvard College
Graduate School of Education
Holyoke Center
Cambridge, MA 02138
(617)495-5501

Purpose: This research project will increase available data on the effect of educating students with disabilities in inclusive educational environments. Currently, there is a shortage of data on where students with disabilities are being educated, whether more students with disabilities are being educated in regular classrooms over time, and when and why such students may move into or out of inclusive settings. This shortage constrains efforts of policymakers and practitioners who are struggling to target limited resources on the design of appropriate interventions for students with disabilities.

Method: Using a mixed-methods design, this study first employs discrete-time survival analysis using longitudinal data for over 40,000 students with disabilities who entered special education in New Hampshire. The analysis will examine special education placement trends, individual student and district characteristics associated with those trends, and student persistence in inclusionary settings. In the second phase of the research, case studies of six school districts will be completed to explore policies and practices that might explain variation in student persistence rates.

Products: The results of this study will be useful in identifying not only the types of practices and policies that can sustain students in regular classroom settings, but it will identify when students and which students are most at risk of moving from more inclusive to more restrictive settings.

Competition 84.023C: Field-Initiated Research Projects

Grant Number: H023C20152

Generalized, Transitional, and Longitudinal Effects of Prelinguistic Communication Intervention

Project Director: Yoder, Paul J.

Beginning Date: Jan 1, 1993
Ending Date: Dec 31, 1997

Vanderbilt University
Peabody College
Room 512 Kirkland Hall
Nashville, TN 37240
(615)322-8464

Purpose: This project proposes to investigate effects of prelinguistic communication intervention on a) children s generalized prelinguistic communication skills; b) parents use of behaviors that facilitate children s language development; and c) children s language development and linguistic communication.

Method: 60 children with communication delays who are at-risk for related disabilities will be seen five times over a two year period. Half of the subjects will serve as a contrast group, while the other half receives staff-implemented intervention. Treatment group subjects will remain in intervention for 6 months or until they meet five mastery criteria. Treatment goals include: action and vocal imitation of familiar and unfamiliar models; participation in social routines; requesting; commenting; and comprehension and expression of vocabulary that encodes the key word for what the child was communicating nonverbally. Intervention techniques will include contingent imitation, scaffolded modeling, environmental arrangement, and violations of routines.

Products: If parents in the experimental group use more behaviors facilitating language development, such findings will support the important bidirectional assumption of the family-systems approach to intervention and the transactional theory of development, two theoretical models undergirding Public Law 99-457, Part H. After determining the effectiveness of intervention, results and validated intervention procedures will be disseminated to practitioners and researchers.

Grant Number: H023C30007

A Longitudinal Follow-up of Graduates from Two Contrasting Preschool Instructional Models: Phase 2

Project Director: Cole, Kevin

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

University of Washington
Experimental Education Unit, Box 357925
Seattle, WA 98195-7925
(206)543-4011

Purpose: To study not only the lasting effects of two approaches to preschool education but also the course of development of preschool graduates as they progress from childhood to adolescence, passing through two critical school transition periods.

Method: 197 elementary and middle school children who qualified for special education and participated in a previous preschool intervention study will serve as subjects. These children, who have mild to moderate delays in cognitive and language skills, received either an academically based Direct Instruction model or a cognitively based Mediated Learning model for between 1 and 3 years of intervention. Subjects will be followed through another five years of schooling and the associated transitions. Evaluation instruments will include a variety of cognitive, academic, social, adjustment, school placement, and employment measures. Data analysis will vary according to the research question addressed, and include repeated measures analysis of variance, multiple regression, survival analysis, and growth curve analysis techniques.

Products: This project will generate much-needed information on: the ability to match instructional programs to students; long-term effects of numerous models for early intervention, with some retrospective information on children s readiness to learn as a result of either model; key period in school when children with developmental delays are at risk for difficulty, or ready to experience a developmental growth spurt; the relationship and mechanisms between early cognitive and linguistic functioning and later skill development; and validity of initial judgments of risk based on early assessments.

Grant Number: H023C30029

Longitudinal Assessment of Emerging Behavior State Patterns Among Infants and Children with Severe and Profound Disabilities

Project Director: Guess, Doug; Rues, Jane

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

University of Kansas
Dept. of Special Education
3001 Dole Bldg.
Lawrence, KS 66045
(875)864-4954

Purpose: To systematically investigate changes in state during the first few months and years of life, and to identify variables and conditions that potentially impact the emergence of various state organization patterns.

Method: A longitudinal research design will measure state behavior across early months and years of life among 25 infants at high-risk for profound and severe disabilities. Additionally, a General Systems Theory approach will be adopted to investigate the process of emerging state patterns in relation to other interacting variables, such as: levels of cognitive, motor, and social development; quality and frequency of rhythmic patterns; communicative skills; social interactions with caregivers; and medical interventions and health status.

Products: Results of this research will provide intervention programs with important information for assisting in the development of more stable and adaptive state patterns in persons with profound and multiple disabilities. Findings from the project will have additional implications for the assessment and treatment of traumatic brain injury, and the behavioral changes and physical losses associated with aging.

Grant Number: H023C30055

A Longitudinal Study of Generalization and Maintenance in Integration Settings for Students with Autism

Project Director: Kamps, Debra M.

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

University of Kansas
Institute for Life Span Studies
1052 Dole
Lawrence, KS 66045
(913)321-3143

Purpose: To continue previous investigations of procedures for mainstreaming and integration of children with autism.

Method: Project objectives include: a) longitudinal ecobehavioral analysis of existing integration programs for students with autism including identification of successful components and/or weaknesses; b) building upon these findings to carefully plan generalization studies to increase integration time and success; c) replication studies for effective generalization strategies with follow-up; d) pilot studies in middle schools including environmental assessments, integration, and generalization studies. These goals have been designed to extend current integration technology, to expand the knowledge base to include generalization procedures, to investigate self-monitoring and continue documentation of peer-involved activities in integrated environments, to provide middle school demonstrations, to monitor program effects in the areas of academic, social and behavioral competence for students with autism and their peers, and to disseminate findings to improve the quality of life for all students.

Products: The proposed studies and data bases will provide a much needed evaluation of current and progressively improving integration technology. Continuation of current research objectives is required to define a model, determine variables congruent with successful implementation, provide additional strategies to the knowledge base, address the issue of generalization of procedures, determine long-term effects and outcomes, and explore dissemination and training methods which ensure future adoption.

Grant Number: H023C30064

Project SUCCEED in Middle Schools: Securing Understanding in Content through Consultation and Explicit Environmental Demands

Project Director: Tindal, Gerald

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

University of Oregon
5219 University of OR, C/o Research & Sponsor
Eugene, OR 97403-5219
(503)346-1640

Purpose: To develop, field-test, and evaluate a special education service delivery model for middle schools, with content teachers as the primary source of instruction.

Method: In Year One, the project will focus on providing content teachers a structure for organizing their content-teaching. During Year Two, the study will investigate effects on systematic data-based feedback on teachers use of this structural framework. In Year Three, attention will shift to study how teachers manipulate the two dimensions of the framework in their curriculum and within their interactive instruction to achieve changes in student perception and learning. In the fourth project year, the special educator will be added as case consultant within this package with a student progress monitoring system. The teacher will also be placed in the role of researcher to identify individually effective strategies within a component analysis, using individual student monitoring of learning outcomes and explicit consultation support systems. Finally, in Year Five, the manipulation of Organized Knowledge Forms and Interactive Learning Tasks will be synthesized in a consultation system and evaluated.

Products: Dissemination activities will include the following: presentation at national conferences during all five years of the project; presentations at preconference workshops; publication of a number of research reports, monographs, and training modules; and teaching both methodology and findings from research in courses on-campus.

Grant Number: H023C30079

Studies of Infants and Toddlers Prenatally Exposed to Cocaine

Project Director: Scott, Keith G.

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

University of Miami
Dept. of Psychology Annex
P.O. Box 249229
Coral Gables, FL 33124
(305)284-1740

Purpose: To investigate the effectiveness of several intervention models for serving infants and toddlers prenatally exposed to cocaine.

Method: The project includes three intervention models: a Center-based program which will provide participating children with 25 hours per week of early intervention services with transportation provided; a Home program which will provide participants with 3 hours per week of home visits; and a Follow-Up program which will not include any planned intervention programs. Children in all three groups will receive medical monitoring and developmental assessments. A parallel qualitative research effort will employ a case study methodology to provide a in-depth analysis of all three models. Three further studies will include 1) a comparison of motor intervention models; 2) an investigation of play and language development; and 3) a study of effects of early intervention models on the emergence of nonverbal communication. Costs of intervention models will also be studied.

Products: Expected outcomes of the field-initiated research effort will include definitive knowledge of the early development of children prenatally exposed to cocaine, of the effects of three intervention service models on child outcomes, and of the cost effectiveness of the three models.

Grant Number: H023C30081

A Longitudinal Study of Young Children with Fragile X Syndrome and Their Families

Project Director: Bailey, Donald B.

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

University of North Carolina
Frank Porter Graham Child Development Center
CB# 8180
Chapel Hill, NC 27599-8180
(919)966-4250

Purpose: To conduct a longitudinal study of the development of at least 100 boys with Fragile X syndrome between birth and 72 months of age.

Method: Using growth curve analysis the project will characterize developmental patterns and document the attainment of key developmental milestones in five domains: cognitive, communication, social, adaptive, and motor skills. The project will also document stability and change in temperament and behavioral characteristics. Interviews and surveys will be used to describe unique family contexts among subject children. A final component of the study will determine clinicians perceptions of the unique learning styles and instructional or therapeutic strategies needed for young children with Fragile X syndrome.

Products: The project hopes to provide a foundation for future proposals including a longitudinal life span study of persons with Fragile X syndrome and their families, as well as other research linking biological and environmental factors to developmental outcomes. Dissemination efforts will include promotional brochures, a monthly newsletter, curriculum materials and handbooks.

Grant Number: H023C30089

Expanding Behavioral Momentum: Linking High-Probability Requests and Peer Interactions to Promote Skill Acquisition and Generalization in Young Children with Severe Disabilities

Project Director: McEvoy, Mary A.

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

University of Minnesota
Institute on Community Integration
150 Pillsbury Dr. SE - 102 Pattee Hall
Minneapolis, MN 55455
(612)626-7819

Purpose: To expand previous work in behavioral momentum by embedding the high-probability request sequence into peer social interactions, then using these sequences to promote social, motor, communication, and self help skills.

Method: Participants in the proposed research will be young children with severe disabilities. Across the various studies proposed here, the children will be identified as a) socially withdrawn or isolate, b) experiencing substantial motor impairments that limit their abilities to reach, grasp, manipulate objects, maintain head control or move through space, c) lacking in expressive communication systems, and/or lacking functional and important self help skills. Observational research methods combined with a series of multiple baseline designs will be used to examine and evaluate the effects of the momentum interventions. Outcomes measures across the series of studies will include each participant s performance of high and low probability requests including: a) social interactions; b) motor actions; c) communication responses; and d) self help skills.

Products: Results of individual studies will be used to develop an empirically-based, socially validated curriculum that can be used by professionals and parents to teach children with severe disabilities across settings and developmental domains. Dissemination activities planned include manuscripts describing research results for publication in professional journals, conference presentations, employment of the Educational Resource Information Center, and a training manual to facilitate replication.

Grant Number: H023C30091

Project Target: Criterion-Referenced Physical Fitness Standards for Adolescents with Handicapping Conditions

Project Director: Winnick, Joseph

Beginning Date: Jun 1, 1993
Ending Date: May 31, 1998

State University of New York - Brockport
College at Brockport
Brockport, NY 14420
(716)395-2383

Purpose: To establish and validate criterion-referenced physical fitness test items and standards for adolescents with selected disabilities.

Method: Approximately 2100 adolescents with sensory, orthopedic, or mental disabling conditions will be trained and/or tested on selected physical fitness parameters. Tests to be employed will include PHYSICAL BEST, the Health Related Test of the American Alliance for Health, Physical Education, Recreation, and Dance, Fitnessgram, and the Physical Fitness test of the President s Council on Physical Fitness and Sport. Findings from these tests will be used as the basis for the statistical validity of developed criterion-referenced standards. In addition, a criterion-referenced Project Target Test of Physical Fitness and a corresponding educational program for the development of physical fitness would be created.

Products: As a result of project activities, four national tests of physical fitness will be made more valid, usable and accessible for disabled adolescents. The project will extend the nation s current emphasis on criterion-referencedtesting and programming to school-aged youngsters with disabling conditions.

Grant Number: H023C30103

Longitudinal Affective and Social Outcomes of Special Education Placement Options for Students with Mild Disabilities

Project Director: Gresham, Frank

Beginning Date: Jul 1, 1993
Ending Date: Jun 30, 1998

Regents of the University of California - Riverside
Dept of Educat
Riverside, CA 92521
(909)787-3578

Purpose: To assess the stability and change of the social and affective characteristics of children with mild disabilities placed in "segregated" versus "integrated" settings compared to "at-risk" and normally achieving children.

Method: A total of 300 referred 3rd graders will be randomly selected and matched in terms of age, gender, and ethnicity to 100 normally achieving 3rd graders. Measurement of social and affective outcomes will include sociometric assessments to assess peer acceptance/rejection, teacher ratings of social skills, self-concept,loneliness, school attitudes, and critical behavioral events. In addition, comprehensive assessments of students school histories will be recorded and quantified from existing school records. Both short-term and long-term effects of various educational placements on students social and affective development using a prospective longitudinal research design.

Products: Findings from this project will be targeted to have an impact in three areas: the academic community and other research activities; the cooperating school districts; and the California State Department of Education and the Department s Special Education section. In addition to the conventional outlets of published reports and conference presentations within the research community, personnel from state school districts will be involved in education community conference presentations and publications to target educators and policy makers.

Grant Number: H023C40102

Trends in Teacher Entry, Retention, Turnover, Attrition, and Shortage in Special Education

Project Director: Boe, Erling

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

University of Pennsylvania
Graduate School of Education
3700 Waln
Philadelphia, PA 19104
(215)898-5697

Purpose: To analyze comprehensively trends over time in the entry, retention, turnover, teaching field transfer, and attrition of special education teachers (SETs) on the national level.

Method: Project research is based on three iterations of two sets of sample surveys conducted by the National Center for Education Statistics (NCES), USDE, which will include the Schools and Staffing Sur-

27

veys (SASS), and the Teacher Followup Surveys (TFS). The SASS are composed of several basic questionnaires administered by mail with extensive telephone followup. A stratified systematic probability proportionate-to-size selection procedure was used to draw the SASS sample. The TFS provides the only data base at the national level for the study of attrition from the teaching profession with a representative sample of teachers. A major feature of the data base is the inclusion of follow-up interviews of teachers who 1) were retained in their teaching positions, 2) transferred to different teaching positions, and 3) left the teaching profession entirely. This project provides the application of a multidimensional model for tracking teacher career transitions using three iterations of two national sample surveys. All statistical analyses will be based on the national estimates of teachers computed by applying appropriate weights to the numbers of teachers in their respective samples. The project will continue for a 42-monthperiod, and the pace of the project has been designed in relation to the amount of personnel resources budgeted and the availability of the SASS and TFS data bases for research.

Products: As a result of this project, a large amount of new information will be provided about the national status of, and trends in, SET entry, retention, turnover, teaching field transfer, attrition, and shortage. The project will also result in considerable insight into the dynamics of the SET teacher force and the teacher shortage problem.

Grant Number: H023C40126

Research in Self-Determination of Students with Cognitive Disabilities

Project Director: Wehmeyer, Michael

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

The Arc
500 E. Border St., Suite 300
Arlington, TX 76010
(817)261-6003

Purpose: To conduct an empirical examination of the causal relationship between self-determination and positive adult outcomes through a longitudinal follow-along study of school graduates with cognitive disabilities, including mental retardation and learning disabilities.

Method: This project spans five areas of research that staff members will conduct over a period of five years. First, through a longitudinal follow-alongstudy, staff members will explore the causal relationship between self-determination and adultoutcomes. Using pre-collected data related to self-determination status and demographicinformation, project staff will monitor participants progress at one and three years after graduation, including employment status, post-secondary education status, marital status, and perceived quality of life. Participants recruited for this component will include students (N=150) with mild to moderate levels of mental retardation and severe learning disabilities. Self-determinationassessments will include five domains: 1) autonomy, 2) self-regulation, 3) self-actualization, 4) perceptions of psychological empowerment, and 5) perceptions of self. In the second, third, and fourth components, staff will describe the development of self-determination through various means, including a longitudinal study of perceptions of control and attributions of academic achievement. Students ranging in age from 8 to 19 will participate, including those with mental retardation, learning disabilities, and no disability. During each project year, staff will assess each student on various measures studying locus of control, perceptions of helplessness, and other research foci. The final area of research involves the development and field testing of a model of teaching that distributes the responsibility for learning among teachers, parents, and students, giving primary control to the student. Participating students will be the primary agents for choices and decisions at each phase of the model s development.

Products: Project research activities will result in data detailing the causal link between self-determination and adult outcomes and describing the developmental course of constituent elements of self-determination. Project demonstration activities will result in the validation of a model of teaching which can be used to promote self-determination. Project materials will be distributed to national organizations, journals, and conferences.

Grant Number: H023C40155

Stress, Social Support and Adjustment to Middle School Transition in Children with Learning Disabilities

Project Director: Siperstein, Gary

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

University of Massachusetts/Boston
100 Morrissey Boulevard
Boston, MA 02125-3393
(617)287-7250

Purpose: To improve understanding of the stress students with learning disabilities experience during and after the transition to middle school, the social support systems they use, and the role that social support plays in the adjustment of these students to the middle school environment.

Method: Project research will focus on 1) the extent and nature of the stress students with learning disabilities experience during the first years of middle school, 2) the extent and nature of the social support students with learning disabilities receive from family, peers and school personnel, and 3) the role that social support plays in reducing stress and facilitating the adjustment of students with learning disabilities both during and after the transition to middle school. The subjects will consist of students from the 4th grade (N=360), including 120 students identified as having learning disabilities, 120 students identified as low achievers, and 120 students identified as non-disabled average achievers. During Project Year 1, staff will select students for the 3 study groups, focusing on those students who may be exhibiting extreme behavioral problems. At this time staff will also ask teachers to complete the School Climate Inventory to assess the heterogeneity of the elementary school represented in the sample. During Project Years 2 through 4, project procedures will involve the delivery of assessment instruments to students in individual interviews, and questionnaires mailed to the students families. Staff will use interview and questionnaire results to assess both school and family climates. In following student interviews, staff will conduct a variety of stress scale tests to focus on changes in stressors the student is experiencing. In addition to formal assessment, project staff will monitor and track changes that may occur in family structure and composition, special education services for students, and changes within the school itself.

Products: With the information gained by this research, educators will be able to focus not only on ways to reduce the stressors of middle school, but on ways to help students with learning disabilities manage their stress with social support. This knowledge will serve as a foundation for the development of plans and programs designed to facilitate transitions between public school environments.

Grant Number: H023C50034

Elementary School and Boys with Fragile X Syndrome

Project Director: Bailey, Don

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 2000

University of North Carolina
Frank Porter Graham Child Dev Center
Chapel Hill, NC 27599-8180
(919)966-4250

Purpose: To conduct the elementary school portion of a longitudinal, life-span study of boys with Fragile Y syndrome.

Method: Project staff are currently conducting the early childhood portion of this study, gathering data on the early development, temperament, behavior, and patterns of family coping and adaptation of 100 boys. During the elementary phase, research questions will focus on: (1) developmental, functional, and school achievement growth patterns; (2) factors that influence development and achievement; (3) the development of social competence and peer relations; (4) factors influencing social competence and peer relations; (5) the nature and quality of school experiences provided during the elementary years; (6) the needs and concerns of teachers working with boys with Fragile X syndrome; (7) effective strategies for enhancing achievement and social competence; and (8) patterns of family coping and adaptation during the elementary years. To answer these questions, 80 boys and their families will be followed between first and fifth grade. Mixed method designs and hierarchical linear analyses will be used to chart patterns of growth and change, identify correlates of change, and determine successful educational and intervention strategies.

Products: Research findings will be submitted to leading journals for peer review and publication, and also presented at state, regional, and national conferences related to child development, education, and family support. Specific project publications will include: a manual for parents describing in simple language the early development and needs of children with Fragile X syndrome; a guide for teachers and therapists who work with these children and their families; and a professional guide summarizing findings from the survey of professionals, which will also describe important factors to consider in working with families.

Grant Number: H023C50050

School Choice Options and Positive Outcomes for Students with Disabilities

Project Director: Ysseldyke, James; Lange, Cheryl

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

University of Minnesota
Department of Educational Psychology 354
Minneapolis, MN 55455
(612)624-5832

Purpose: To examine four school choice options that may be enabling children with disabilities to reach successful outcomes.

Method: Options to be explored include two established options (second chance programs and postsecondary options) as well as two emerging options (charter schools and home schooling). Qualitative methodologies will be used to examine the experiences of students with disabilities in all options, and quantitative methodologies will be used in measuring outcomes for students in second chance and post-secondary options in comparison to those who do not participate. The study will also examine how charter schools and families participating in home schooling educate students identified as having a disability, as well as the potential impact of these practices on students and special education. After separate studies of all four options, a fifth study will integrate all findings in order to enable policy makers and educators to make informed decisions about the possibilities of school choice options and the attainment of outcomes for students with disabilities.

Products: Products for this project will include the customary research reports and journal articles. In addition, staff will produce products condensing findings into a readily readable format. These products will include policy briefs, short reports, and fact sheets. Similar products will be developed to reach parents and other interested parties who may not be familiar with "educationese."

Grant Number: H023C50058

Educational Implications of Surviving Acute Lymphoblastic Leukemia

Project Director: Sullivan, Nanci; Zigmund, Naomi

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

University of Pittsburgh
4K38 Forbes Quad
Pittsburgh, PA 15260
(412)648-7080

Purpose: To describe and understand, from the multiple perspectives of the survivor and parents, siblings, teachers, and the medical team, the educational and psychosocial consequences of surviving cancer, as well as the problems student survivors encounter upon returning to school.

Method: In the first study, the sample will be individuals who were diagnosed with childhood leukemia at age 5-7 years, survived, and are now at least 18 years of age. These youths and their families will share their experiences, including the roles school and school work played during and after treatment, including the response of the school to the illness and any learning difficulties that arose. A second study will examine survivors at 10-12 years of age, five years after diagnosis. This study will focus on subjects recent re-entry experiences, and school personnel will be drawn into the interview sample. This study will explore what preparations (if any) were made for the child s return to school after treatment and what problems were encountered. The third study will follow survivors and their families as they experience school re-entry. Staff will observe students in their classrooms to understand the complex social and psychological issues associated with reintegration.

Products: A concerted effort will be made to ensure that research findings and products are widely disseminated and useful to diverse targeted audiences. The organization and summaries of findings in the preparation of conference presentations, reports to parents, reports to schools, reports to medical teams, submissions to refereed journals, submissions to teacher magazines, and other materials will therefore be tailored to address the interests and needs of parents, physicians, classmates, teachers, policy makers, and researchers.

Grant Number: H023C50076

Auditory Characteristics of Children with Autism

Project Director: Bess, Fred H.

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

Vanderbilt University School of Medicine
21st Avenue South
Nashville, TN37232-8700
(615)322-4099

Purpose: To determine whether hearing sensitivity of children with autism differs from that of normally developing children, to assess whether children with autism experience greater hypo- or hypersensitivity to auditory stimuli than normally developing children, and to establish whether traditional behavioral audiometric techniques are practical and reliable in the audiologic assessment of this population.

Method: Three basic experiments are planned. Experiment I examines the hearing sensitivity of children with autism as compared to a control group of normally developing children matched by race, gender and developmental age with the experimental group. A test battery of appropriate behavioral and electrophysiological audiologic measures will be employed. Experiment II is designed to determine whether children with autism demonstrate excessive hypo- or hypersensitivity as compared to a matched control group. Observers will view videotapes of children listening to various auditory stimuli and rate the subjects on a scale of attentiveness. Experiment III will examine the practicability and replicability of traditional behavioral audiometric tests used with children with autism. For Experiments I and II, researchers will utilize 20 subjects who have been diagnosed with childhood autism, as well as 20 normally developing children. In Experiment III, these 40 subjects will be reassessed to determine test/re-test reliability of the behavioral audiometric procedures. To evaluate differences between the groups in auditory measures, analysis of variance and basic t-tests will be used.

Products: Findings from these experiments will be disseminated through presentations at state and national conferences attended by speech-language pathologists, audiologists, educators, and special educators, as well as publication in refereed journals and the services of project staff as consultants with regional and local special education personnel.

Grant Number: H023C50080

Students Entrepreneurial Education Research Project

Project Director: Gliner, Jeffrey A.

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

Colorado State University
211 University Services Center
Ft. Collins, CO 80523
(970)491-0699

Purpose: To investigate the relationship between entrepreneurial education and the development of self-mastery skills for secondary students with emotional disorders during school and upon exit or graduation from high school.

Method: Using a three-level entrepreneurial curriculum, staff will work with 55-75 students ages 6 through 21 who are participating in three different alternative programs as a result of failure in a mainstreamed secondary education environment. Staff will coordinate project activities and facilitate a multidisciplinary, multi-agency advisory and service team to include students, teachers, counselors, entrepreneur mentors, employers, parents, law enforcement representatives, and representatives of social service agencies. A case study approach using a participatory action research model will provide the qualitative component of the project s evaluation, while standardized measurement tools combined with subjective assessments by entrepreneurial coordinators will provide quantitative evaluation. The business community will be drawn in to help determine specific employability skills they want to see in potential new employees, and mentors will provide support as each class plans, develops, and implements an entrepreneurial enterprise.

Products: Project findings will be presented at local, state and national conferences directed towards teachers, administrators, related services personnel, adult service providers, parents and students with emotional disorders. The Colorado Department of Education will disseminate the finished curriculum statewide, and staff will submit process and research articles to relevant professional journals.

Grant Number: H023C50089

The Development and Evaluation of an Early Intervention Program for Nonreaders and Nonwriters

Project Director: Englert, Carol Sue

Beginning Date: Aug 16, 1995
Ending Date: Aug 16, 1999

Michigan State University
334 Erickson Hall
East Lansing, MI 48824-1034
(517)355-1835

Purpose: To collaborate with teachers on the development, implementation, and evaluation of an integrated curricular approach designed to teach the self-regulated use of comprehension and composition skills and strategies to primary grade students with mild disabilities, particularly those who are nonconventional readers and writers in grades 1-4.

Method: In the first study, comparative and normative data will be collected on primary-grade students with mild disabilities in order to provide baseline information for measuring effects of the experimental curriculum. Over the course of three years, 13 teachers and their 130 students with mild disabilities will participate. Analyses will focus on the short-term and multi-year effects of the curricular approach on teacher s instructional practices, and their special education students reading and writing achievement, and metacognitive and strategy knowledge. Staff will also study whether gaps between experimental students and their non-learningdisabled peers diminish over time. In the second study, the experimental curricular approach will be embedded in language arts and content area subjects to evaluate the effectiveness of the curriculum when it is presented as part of the regular education curriculum. Four regular education teachers in the primary grades, their 16 mainstreamed students with mild disabilities, and all associated regular education students will participate in this study. The performance of mainstreamed students will be contrasted with that of students who continue to receive the curricular approach in special education settings. Pretest and posttest data will be analyzed to determine the effects of the experimental curriculum on learning disabled students achievement, metacognitive and strategy knowledge, and self-perceived competence. Specific consideration will be given to data providing information on the extent to which cognitive strategies in the experimental curriculum can be incorporated as part of the "regular" curriculum, and the relative effectiveness of the curriculum employed in regular education versus special education settings.

Products: At the conclusion of the proposed research, a disseminable curricular approach will be available to advance teachers knowledge and practice related to the improvement of literacy instruction and the learning of young students with mild disabilities. Yearly reports will be prepared and disseminated to academicians and teaching professionals. An ongoing series of executive summaries will be distributed to administrators and other key personnel of schools in the local service area. Papers will be written, sessions proposed for professional conferences, and consultations with school districts will be made available.

Grant Number: H023C50097

Effects of Use of Authentic Assessment Procedures on Literacy Development of Bilingual and Monolingual Students with Learning Disabilities

Project Director: Lopez-Reyna, Norma

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

University of Illinois
1040 West Harrison M/C 147
Chicago, IL 60607
(312)996-4526

Purpose: To explore the assessment procedures that teachers use in order to make decisions about the literacy instructional services of students, and to better understand learner characteristics which may often mask second language acquisition problems when compounded with learning disabilities.

Method: This will be an exploratory and descriptive investigation using the case study approach as the main research strategy from an ethnographic perspective. Three school sites within the Chicago Public Schools will represent one case study each. By studying the three educational settings as well as key figures within each (including teachers, students, parents, and other school staff), it is expected that the particular culture of each school will illuminate larger issues about special education teachers assessment practices. Teachers will be interviewed regarding their theories of learning disabilities, their beliefs about literacy instruction and learning, and their knowledge of writing process and reading development. Meanwhile, research staff will engage in classroom observations and videotaping to establish an ethnographic baseline understanding of teachers practices prior to intervention. Teachers will then receive training and technical assistance in such assessment techniques as portfolio assessment, student self-evaluation, and reflecting on both process and product aspects on student work. In addition to describing in detail all participating school and classroom cultures, comparative analyses will be conducted to examine shared characteristics of teachers assessment procedures.

Products: Findings will be incorporated into development of a series of videotape and other training materials on authentic assessment as it informs literacy instruction. Ethnographic findings on interrelationships between second language acquisition and learning disabilities will be disseminated through these training materials as well as journal publications.

Grant Number: H023C50111

Longitudinal Study of Risk and Protective Factors Affecting the Development of Children Prenatally Exposed to Illicit Drugs and Alcohol

Project Director: Carta, Judith

Beginning Date: Jul 1, 1995
Ending Date: Jun 31, 2000

University of Kansas
Institute for Life Span Studies
Juniper Gardens Children s Project
1052 Dole
Lawrence, KS 66045
(913)321-3143

Purpose: To investigate early elementary school experiences and developmental outcomes of children with documented exposure to illicit drugs during pregnancy.

Method: Cohorts of both drug-exposed and nonexposed children ages 5-9 years (N=60 children in each cohort) will be followed during their early schooling. Within each cohort, 40 children will have had prenatal exposure to illicit drugs and/or alcohol and the remaining 20 will be a comparison group with no documented exposure. For the first cohort, the proposed work represents a four year extension of a completed two year developmental study. For the second cohort, this study provides an opportunity to replicate and cross-validate developmental trajectories and findings from the earlier research with Cohort 1. Since a wide variety of factors have been found to influence student outcomes and adjustment, measures of prenatal drug exposure, family risk and protective factors, developmental status, child behavior at home and school, environmental factors, academic achievement, and social/emotional adjustment will all be used. Individual testing, observations in the classroom and on the playground, and school archival record searches will be employed to gather data for these measures. Data analyses will be conducted to: (a) examine differences between groups and (b) explore the variance accounted for by drug exposure, independently of other variables, in the prediction of later school success and failure.

Products: Results of the first analytical study (of Cohort 1 from ages 3-9) will be incorporated into preservice training in graduate university coursework. Annual reports will be developed and presentations will be made at national and regional gatherings of professionals, researchers, and educators, as well as articles submitted to professional journals to reach this same audience.

Grant Number: H023C50118

The Influence of Teacher Characteristics on the Academic Performance and Behavioral Adjustment of Students with Attention Deficit Hyperactivity Disorder

Project Director: Siperstein, Gary

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

University of Massachusetts
100 Morrissey Blvd
Boston, MA02155-3393
(617)287-7250

Purpose: To improve understanding of the characteristics of teachers that influence both their interactions with students with Attention Deficit Hyperactivity Disorder (ADHD) and the behavioral adjustment and academic performance of these students.

Method: The proposed research will be based on a three-year study involving two groups of students, one with ADHD and one of matched comparison students. In Year One, students with ADHD and matched comparisons will be identified, screened, and assessed for baseline characteristics. In Years Two and Three, the behavioral adjustment and academic performance of students will be assessed within and between two teachers and two classroom environments to determine the impact of teacher characteristics on school outcome. The study will include a multimethod assessment of teacher characteristics, student characteristics, and student outcome (behavioral adjustment and academic performance), along with observations of teacher-student interactions. Statistical analyses will include structural regression procedures based on a hierarchical linear modeling approach to examining change over time.

Products: Research findings will be incorporated into inservice training workshops throughout New England, and presentations will be made at meetings of national organizations of regular and special educators, school psychologists, parents of children with ADHD, and clinical and developmental psychologists. Findings will be published in professional journals, and will also be assimilated into University of Massachusetts masters-level programs in regular and special education, counseling, and school psychology.

Grant Number: H023C50121

Project VOCABULARY: Understanding Early Growth & Remediation Effects for Students with Disabilities or At Risk of Reading Failure

Project Director: Simmons, Deborah

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

University of Oregon
College of Education
5219 University of Orego
Eugene, OR 97403-5219
(541)346-3486

Purpose: To (a) increase understanding of the early vocabulary growth of children with disabilities or at risk of reading failure; and (b) investigate parsimonious and efficacious means of remediating vocabulary delay.

Method: Strand I (Measuring and Monitoring Vocabulary Growth) consists of four studies designed to develop and validate a classroom-based measure of vocabulary to monitor growth over the critical period of kindergarten and first grade. The relationship between early vocabulary growth and reading acquisition will also be examined. Strand II (Evaluating the Effects of Strategic Intervention) is comprised of two studies examining the independent and combined effects of incidental and explicit methods of vocabulary learning. This strand of research will further investigate the level and type of intervention necessary to promote and sustain vocabulary growth in students with disabilities or at risk of reading failure. Research will be conducted over a five-year period. Two distinct geographic regions will be included to increase the generalizability of findings. Twenty-four to thirty kindergarten and first grade teachers will participate in each year of the project. Each teacher will nominate four students with learning disabilities or vocabulary delay and four average achieving students. Vocabulary performance will be correlated with the Peabody Picture Vocabulary Test-Revised. Published norm-referenced tests will be used to assess receptive and expressive vocabulary. A classroom-based measure of vocabulary knowledge will be used to assess the depth and breadth of words sampled from project classrooms. The Language Sample Analysis will be used to assess important vocabulary indices emitted by students during natural speech, including mean length of utterance, number of different words, and total number of words. Finally, measures of reading fluency and comprehension will be used to assess reading achievement.

Products: Anticipated outcomes will include: (a) a relevant and useful measure for guaging vocabulary growth in children with disabilities or vocabulary delay; (b) more thorough understanding of the vocabulary knowledge of children in relation to curricular expectations; (c) validated methods to enhance vocabulary growth; and (d) methods of strengthening and supporting vocabulary growth over time. These outcomes will be disseminated through research reports, inservice workshops, curricular materials, and a classroom-based index of vocabulary growth.

Grant Number: H023C50143

Performance Enhancement Routine for Use in Inclusive Secondary Content Classrooms

Project Director: Bulgren, Janis; Schumaker, Jean Bragg

Beginning Date: Aug 1, 1995
Ending Date: Aug 14, 1998

University of Kansas Center for Research
3061 Robert Dole Center
Lawrence, KS 66045
(913)864-4780

Purpose: To develop and validate four new routines, called Performance Enhancement Routines, which will be aimed at overcoming the barriers associated with methods used to ensure and evaluate mastery of secondary school content.

Method: Components of the Performance Enhancement Routines to be developed and validated include the following: an Assessment Planning Routine to be used by teachers in analyzing content they teach and creating assessment tools appropriate to both content and student characteristics; a Study Guide Routine to help teachers create study guides matched to assessment tools; a Review Routine to be used as a closure activity through which students can review important information in cooperative study groups; and a Feedback Routine to provide feedback to whole classes of students on both content and process aspects of learning. An evaluation of effects of the teacher training program on implementation of this model will be conducted, as will an evaluation of effects of the instructional model on student performance on both content measures and motivational factors. The social validity of the instructional model will also be measured by specially designed surveys. Descriptive studies yielding both quantitative data from teacher surveys and qualitative data from information received from teacher focus groups will also be collected.

Products: The routines to be developed through this project will be usable in combination with current Content Planning Routines and Content Delivery Routines to help students with disabilities succeed in content-area classes at the secondary level. Numerous reports and professional papers will be prepared for presentation and publication through journals, conferences, and agency-sponsored training sessions. These papers will include the original position paper, results of annual studies, and teacher training procedures.

Grant Number: H023C50150

Life On The Outs - Qualitative Investigation of Resilience

Project Director: Todis, Bonnie

Beginning Date: Jan 1, 1995
Ending Date: Sep 30, 2000

Western Oregon State College
345 N. Monmouth Ave
Monmouth, OR 97361
(541)346-0595

Purpose: To conduct an intensive qualitative investigation of the institution-to-community transition of adolescents with emotional and behavioral disorders who have been incarcerated in the two most secure juvenile correctional facilities in Oregon.

Method: The proposed research will seek to define the variables and events that differentiate those persons who leave the facilities and are successful in their transition efforts versus those who are not successful. This process will contribute to the development and refinement of a grounded theory on resilience and its meaning in the transition experiences of this population. The project will dovetail with and parallel and quantitative study already in process in which staff are gathering extensive data on the demographic characteristics and institutional and transitional experiences of 400-500 male and female adolescents from these facilities. In Phase 1 staff will investigate childhood and adolescent experiences which contribute to resiliency by conducting a life history study of a sample of successful (employed, in school, no re-arrested) and unsuccessful participants from the quantitative project who have been out for 1 to 2 years already. Throughout the five project years staff will continue with longitudinal investigations of their lives in the community, describing and contrasting the characteristics, experiences, and supports of those who do or do not succeed in transitioning into community life. Phase 2 will be a focused exploration of specific factors contributing to resilience, based on interviews with selected informants. In Phase 3 staff will conduct systematic member checks to test the validity of theories of resilience with respondents, interviewees, and knowledgeable others. In Phase 4 staff will prepare the study products for dissemination.

Products: Planned products include: a holistic model of the construct of resilience, based on the experiences and perspectives of participants themselves; and a collection of case studies illustrating the model and outlining the life histories of participants. Extensive efforts will be made to disseminate results and products to other professionals, sites, parents, and consumer groups both regionally and nationally.

Grant Number: H023C50169

Social Relationship Development in Community Contexts for Young Children with Severe Disabilities

Project Director: Strain, S. Phillip

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

University of Colorado
Campus Box 129 - PO Box 173364
Denver, CO 80217-3384
(303)556-2771

Purpose: To expand the social relationships experienced by young children with severe disabilities.

Method: A series of studies is proposed, aimed at: a) demonstrating the efficacy of intensive, longitudinally-applied intervention tactics; b) understanding how young typical children s attitudes and behaviors can be made more facilitative of relationship-building with peers who have disabilities; and c) determining how and why consumers adopt and use effective instructional practices in the social relationship domain. The first study will provide community-based social relationship intervention for young children with autism. Study two will include a psychometric study of existing methodology for assessing the presence of absence of preschoolers stereotyped views of persons with disabilities in community contexts. An intervention study will then aim maximizing positive and supportive attitudes and behaviors as expressed by young typical children in community settings. The third study will solicit the concerns of potential adopters of intervention plans regarding the issues, incentives, and disincentives associated with adopting best practices. This assessment information will be followed by targeting community providers for adoption of the interventions developed in the first two studies.

Products: Products shall include: a) empirically-based articles/chapters; b) conceptual articles/chapters; c) white papers synthesizing related policy issues; d) intervention manuals for direct-line staff; e) news segments; and f) yearly monographs on the state of practice related to relationship-building interventions.

Grant Number: H023C50171

Second Generation Research in Early Intervention: Long-Term Outcomes in Children and Their Families

Project Director: Trivette, Carol

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

Orelena Hawks Puckett Institute
PO Box 2277
Morganton, NC 28680-2277
(704)432-0065

Purpose: To conduct a second generation research study to examine the long-term effects of early intervention on children and their families.

Method: This study will involve the long-term follow-up of 300+ children and their families who participated in the Family, Infant, and Preschool Program (a family-centered model) between 1981 and 1985. Data on participating children, now between 14 and 16 years of age, has already been collected. Multiple regression analyses by sets will be the principal means of assessing long-term outcomes, and a regression analysis by sets will be used to relate several sets of independent variables to the dependent variable of interest. Independent variables will include: parent and family characteristics; child characteristics; social support factors; child diagnosis/development; and intervention features. Long term outcome variables will include: child s social adaptive level; independent behavior; school achievement; intelligence quotient; school placement; mainstreaming outcomes; parent well-being, family well-being; level of social support; parental sense of control over services; and parental satisfaction with services.

Products: This investigation will yield the first long-term follow-up data on family-centered intervention practices. A nontechnical report will be disseminated to state and federal legislators, SEA staff in all 50 states, and the administrators of local public school systems and other agencies responsible for early intervention services. Findings will also be published in newsletters serving primarily administrative and policy-making audiences. Findings will be submitted to a variety of journals and conferences serving both researchers and educators as well.

Grant Number: H023C50172

Investigation of the Institution-to-Community Transition Experience ofAdolescents with Emotional and Behavioral Disorders

Project Director: Bullis, Michael

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

University of Oregon, Research and Sponsored Programs
5219 Univ. o
Eugene, OR

Purpose: To conduct a follow-along investigation of the institution-to-community transition of adolescents with emotional behavioral disorders (EBD), and who have been incarcerated for their extreme anti-social behaviors.

Method: Data on roughly 300 to 400 EBD adolescents will be gathered on their release from institutional facilities in the State of Oregon. At referral, demographic, SES, level of service, and social skill rating forms will be completed on each person. Between 3 and 9 interviews will be administered to each individual by telephone at six month intervals. Interview questions will pertain to subjects vocational, educational, social, independent living, and general community adjustments. Similar interviews will be administered to subjects parent/guardian and probation/parole officers. Employment data will also be checked yearly with a statewide database. Data will then be examined using logistic regression techniques and LISREL procedures to examine relationships among multiple predictor and outcome constructs.

Products: The project hopes to establish baseline data on the adjustment of individuals exiting these institutions. The participation of key State level administrators is expected to substantially augment dissemination plans. By disseminating information on the findings and procedures employed in this project, the project hopes to instigate similar projects in other regions to improve the adjustment and quality of life among this population.

Grant Number: H023C70029

Remediation and Prevention of Aggression in Young Children with Severe Emotional Disturbance

Project Director: Strain, Phillip S.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Colorado
Sponsored Programs, UCD CB 123
P. O. Box 173364
Denver, CO 80217-3364
(303)556-2770

Purpose: This two-phase study of remediation and prevention of aggression in young children with severe emotional disturbance will provide a two-generationstudy of the initial follow-up cohort and their offspring, along with a replication of the original follow-up work on 100 additional children and families.

Method: The project will recruit a minimum of 80 percent of the original follow-up group and assess various school and social interaction data on the group. School- and family-related outcomes will be assessed and ecological constructs will be measured to provide a complete picture of the environmental circumstances that operate to influence the long-term occurrence or nonoccurrence of aggressive behavior.

Products: The study hopes to identify and determine the early appearing behavioral patterns or family variables that are associated with the best responses to intervention over the 20-year period under examination. Considering the data, the project looks for building the most efficacious, long-lasting models of intervention to reduce the social and personal costs of aggressive behavior and to replicate the results of the model across a diverse population. It hopes to determine the features of future community, school, and home environments that predict the best outcomes, indicating a possible need to modify practices for certain groups.

Grant Number: H023C70032

The Forgotten Newborn: Individualized, Family-Focused Development Care for the Medically Low Risk Preterm Infant

Project Director: Heidelise, Als

Beginning Date: May 1, 1997
Ending Date: Apr 30, 2002

Children s Hospital Corporation
300 Longwood Ave
Boston, MA 02115
(617)355-8249

Purpose: The project will test an individualized, family-focused, developmental approach to earliest intervention in terms of its effectiveness for prevention of later disability.

Method: An inner city Boston sample of 40 medically low risk preterm infants with gestational ages of less than 34 weeks will be randomly assigned to a control and an intervention group on admission to the hospital. The control group will receive standard hospital care but the intervention group will receive developmental intervention consisting of formal behavioral observations from admission to discharge. Prior to discharge, an Individualized Infant Family Service Plan will be developed supporting the transition from hospital to community.

Products: It is expected that this study will contribute to the understanding of the neurodevelopment of preterm children, improve their outcome, and make available a cost-effective earliest intervention approach.

Grant Number: H023C70057

A Nationwide Evaluation of Inclusive Practices and Outcomes in Mainstream Residential Camp and Outdoor School Programs Serving Youth with and without Disabilities

Project Director: Braman, Steve

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Institute for Career and Leisure Development
4110 Sunburst Court
Alexandria, VA 22303-1147
(703)722-7045

Purpose: This project will enable the Institute for Career and Leisure Education to work with the American Camping Association (ACA) to conduct a nationwide evaluation of inclusive practices in mainstream outdoor programs with ACA accreditation for children with or without disabilities.

Method: The proposed research aims to investigate the benefits of inclusionary practices with a wide range of learners, and it intends to study inclusion in organized residential programs that provide living and learning experiences, which recent research has proven to positively influence the development of children, youth, and adults with mild to severe disabilities.

Products: The project will create a national network of outdoor school programs that are implementing inclusion. The project should also increase the number and quality of inclusive outdoor residential programs nationwide. The study s combination of quantitative and qualitative data on affect, recreation/living skill level, and social interactions will provide rich and complementary sources of information about the functional outcomes of inclusion. Development and validation of the Inclusive Practices Inventory will provide a new model for the systemic study of inclusion that may have generalizability to other educational and social programs.

Grant Number: H023C70066

Self-Management Toward Independence for Students with Disabilities

Project Director: King-Sears, Margaret

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

Johns Hopkins University
9601 Medical Center Drive
Rockville, MD 20850
(301)254-7040

Purpose: This field-initiated research project synthesizes extant investigations into an instructional sequence to impact both teachers and students behaviors, so that students with disabilities will be taught to assume responsibility for managing their own behaviors. The project proposes enhancements of self-management thatinclude curriculum-based assessment and generalization instruction in teacher procedures and goal-setting in student behaviors.

Method: Single-subject research methodologies and data collection procedures will be used to measure students target behaviors. Fidelity of treatment measures on educators teaching will be gathered, and feedback such as social viability will be sought from educators and students.

Products: The outcomes of this project, including the synthesis of extant investigations and proposed enhancements of self-management procedures, will be disseminated via inservice presentations, conference presentations, manuscripts, and technological methods.

Grant Number: H023C70103

Risk and Resilience of Behavior and Adjustment Problems in Students with and without Disabilities

Project Director: Pearl, Ruth

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2002

University of Illinois
College of Education
809 S. Marshfield Ave
Chicago, IL 60612-7205
(312)996-4895

Purpose: This study will generate information to develop assessment and intervention strategies that prevent or ameliorate adjustment problems during middle childhood and early adolescence.

Method: The study will examine developmental trajectories of students with disabilities and identify factors that contribute to or buffer against adjustment disorders. It will also identify factors that contribute to subsequent special education placement or severe adjustment problems for nondisabled students.

Products: The study has three expected outcomes: identification of risk profiles, identification of factors that prevent or ameliorate disorder, and information about how classroom social contexts can be manipulated to prevent or inhibit the development of disorder. Findings will help develop an assessment battery, intervention strategies to help prevent adjustment disorders, and school violence prevention strategies.

Grant Number: H023C70132

Comprehension and Critical Thinking Instruction for Students with Learning Disabilities

Project Director: Williams, Joanna P.

Beginning Date: Jun 1, 1997
Ending Date: May 31, 2000

Columbia University Teachers College
525 West 120 Street, Box 238
New York, NY 10027-6696
(212)678-3832

Purpose: This project intends to investigate the ways in which students with learning disabilities, compared to their nondisabled peers, comprehend and solve problems in content domains that are relevant to the problems they must solve in their own lives related to school, job, and relationships.

Method: The project will use the findings of studies conducted in the development and evaluation of instruction found to be effective in promoting critical thinking in these areas. The specific focus of the project is on the nature of social/personal problems, including constrained problems, in which the information is sufficient to permit a satisfactory solution, and unconstrained problems, where additional information must be introduced and evaluated before a decision can be made. In addition, several different contexts in which a problem can be presented will be compared.

Products: An instructional program based on these studies will be developed and evaluated. The program will teach students to evaluate critically the information to be considered in the formulation of a problem and to use schemas in formulating and solving the problem.

Grant Number: H023C70134

Longitudinal Educational and Behavioral Outcomes for Students At Risk

Project Director: MacMillan, Donald L.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of California
School of Education
Office of Research Affairs
Riverside, CA 92521-0217
(909)787-5200

Purpose: The project is a follow-up study to determine the extent to which students classified by schools as learning disabled in early elementary schools are subsequently differentiated as mentally retarded and severely emotionally disturbed over time.

Method: The project will collect data from students, teachers, and school records to capture experiences during the intervening years between first referral (grades 2-4) and middle school as well as the level of functioning and adaptation in the middle school years.

Products: The extant data set supplemented by the data collected in this project will provide a rare longitudinal examination of the school careers of at-risk children. Data analysis will be used to examine the extent to which changes in eligibility status could have been predicted from first referral data and to characterize those students who shift from learning disabilities to mental retardation and severe emotional disturbance.

Grant Number: H023C70140

Teaming with Technology Research Project

Project Director: Heinlein, Ken B.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2002

University of Wyoming Wind UAP
P.O. Box 4298
Laramie, WY 82071-4298
(307)766-2766

Purpose: Arena Assessment, a transdisciplinary approach to the assessment of infants and toddlers, brings together a team to collectively evaluate a child suspected of having a disability. The proposed project intends to use interactive technology to connect the child with the team in the case of rural locations, where the costs and logistics of sending a team to the site make that approach ineffective.

Method: The Teaming with Technology Project will compare the quality of reports developed by assessment teams when the assessments are conducted in person compared to those conducted through the use of interactive technology. The project will evaluate the reports in terms of their value to parents, professionals involved in the education or family services plans for the child, and those conducting interventions.

Products: The outcomes of the project will be evaluated by specialists in early intervention and by parents. The project intends to follow the infants and toddlers assessed during the project until those children enter the school system, thereby measuring the project s degree of success.

Grant Number: H023C70148

Curriculum-Based Measurement: Alternative Assessment to Measure English Reading Proficiency of Bilingual Students

Project Director: Bentz, Johnell

Beginning Date: Aug 21, 1997
Ending Date: Aug 20, 2000

University of Illinois
College of Education
Dept. of Special Educa
801 S. Wright Street
Champaign, IL 61820
(217)333-0260

Purpose: This project will investigate the reliability and validity of using a technically sound assessment procedure (curriculum-based measurement) with bilingual Hispanic students. The project will also investigate various means for promoting and enhancing the literacy acquisition of low-performing Hispanic students in elementary school who are bilingual or in the process of learning English and who have learning disabilities.

Method: Using this methodology to monitor the reading achievement of bilingual students, explicit cognitive strategy instruction will be delivered and evaluated for its effectiveness in assisting these students to learn English. The approach is characterized by frequent and direct assessment in the student s own curriculum. In addition to studying the assessment methodology, the research will also systematically investigate various means for promoting and enhancing the literacy acquisition of low-performing bilingual or English-learning Hispanic students in elementary school who also have disabilities.

Products: The project will provide strategies for bilingual educators and bilingual special educators to monitor their students English reading acquisition.

Grant Number: H023C70161

The Socialization of Beginning Special Education Teachers: An Investigation of their Problems of Practice and the Influence of Context

Project Director: Kilgore, Karen

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Florida
G 315 NRN Hall
Gainesville, FL 32611-7050
(352)392-0701

Purpose: This project is an investigation of the socialization of beginning special education teachers in the workplace. The project will pose the following research questions: what are beginning special educators problems of practice?, and what contextual factors facilitate their efforts to solve those problems?.

Method: Qualitative and quantitative research methods will be used to answer these questions. Ethnographic interviews of beginning special educators will determine what they feel are the most difficult problems of practice. Contextual variables that affect their ability to solve problems will be identified and detailed. Interviews with other persons in the teachers environment will help identify whom they feel is influential in helping to solve their problems. A survey will reveal the generalizability of the problems, and contextual issues and analyses will show the relationship of the problems of practice to contextual variables.

Products: Findings should be useful to both researchers and practitioners. Such strategies may have an impact on the effectiveness of special education teachers. The project should inform teacher educators as they reform teacher education and policy makers as they develop induction programs for beginning special education teachers.

Grant Number: H023C70183

Vocabulary Acquisition of Young Deaf and Hard of Hearing Children

Project Director: Lederberg, Amy

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Georgia State University
Ed. Psych. and Special Ed. Dept.
University Plaza
Atlanta, GA 30303
(404)651-0115

Purpose: This project is designed to provide information about two aspects of early vocabulary development: deaf or hard-of-hearing children s ability to learn new words quickly, and their use of word learning strategies which will be tested in novel word learning tasks. Acquisition of these word learning processes will be compared with vocabulary size and the rate at which children use new words. The project will also determine whether an easily obtained parent-report instrument is useful in assessing these children s vocabulary growth.

Method: Forty deaf or hard-of-hearing children and forty hearing children will participate in a cross-sectional study to compare the children s word learning abilities to their vocabulary knowledge. Children will be followed longitudinally to determine the relations between onset of these abilities and the rate of acquisition and vocabulary size. Performance on language assessment instruments in the cross-sectional and longitudinal studies will be used to validate the parent-report instrument.

Products: Results of this study will provide information that can be used to design more effective interventions for facilitating word learning, and provide professionals with better tools for assessing early vocabulary development.

Grant Number: H023C70195

Alternative Mathematics Assessment for Students with Mild Disabilities

Project Director: Parmar, Rene S.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2000

St. Johns University
8000 Utopia Parkway
Jamaica, NY 11439
(718)990-6161

Purpose: This project is a three-year program of research on the validity and reliability of alternative assessment in mathematics in relation to teaching practices. The target group will be students with mild learning disabilities, developmental delays, and behavior disorders.

Method: Students with mild disabilities in grades kindergarten through eight will be the primary participants. Comparisons will be made across groups of students, teachers, topics, and levels of complexity of assessment tasks. Statistical analyses and analyses based on ethnographic techniques will be conducted on the project data.

Products: Research findings will be disseminated locally through schools and districts and nationally through conferences and professional meetings. A compilation of alternative assessment activities (in the form of a manual) based on empirical research, along with scoring schemes and interpretation guidelines, will be made available to the professional community.

Grant Number: H023C70220

The Influence of Real-Time Frequency Transposition on the Development and Refinement of Skills of Articulation in Severely and Profoundly Hearing Impaired Children: Reliability and Significance

Project Director: Hull, Raymond H.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 1999

Wichita State University
Communicative Disorders Sciences
1845 Fairmount
Wichita, KS 67260-0075
(316)978-3240

Purpose: The purpose of this two-year study is to compare the influence of real-time frequency transposition with that of conventional hearing aids in the development or refinement of articulatory skills among two groups of children with severe-to-profound-hearing loss, as an outgrowth of a previously funded one-year project. Frequency transposition allows one to take advantage of the generally better hearing in the lower frequencies found among most severely hearing impaired children by transposing the higher frequency sounds to the lower frequencies so that a broader spectrum of sound can be heard.

Method: The study will compare the development and refinement of articulatory skills in two groups of children who possess nearly equal degrees of severe-to-profound hearing loss. A control group will use conventional amplification while an experimental group will use real-time frequency transposition; both groups will be engaged in conventional individual articulation therapy.

Products: The study may result in important information on an amplification system that can provide an avenue for advanced levels of hearing for otherwise impaired children. Frequency transposition has the potential to fill a niche between conventional hearing aids and the cochlear implant. The ultimate goal is to provide children a greater opportunity to reach the optimal potential in their developmental, school, educational, and vocational lives through enhanced speech intelligibility.

Grant Number: H023C70230

Upgrading Preparatory Work to Augment Reading Development: UPWARD for Students with Disabilities

Project Director: Fuchs, Douglas; Fuchs, Lynn

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Vanderbilt University
Peabody College
Kirkland Hall, Room 512
Nashville, TN 37240
(615)343-4782

Purpose: The project, Upgrading Preparatory Work to Augment Reading Development (UPWARD) for Students with Disabilities, is to develop an effective and efficient multi-faceted program for providing students with disabilities intensive phonological awareness and other early literacy instruction within general kindergarten classrooms.

Method: In the first year, a large experimental study will investigate the effects of a highly structured, classwide cross-age tutoring program in which second graders tutor kindergartners three times weekly. Researchers will examine the effects of phonological awareness on the kindergarten children. These children will be followed through first and second grades to examine their reading development and that of the tutors. In the second year, the project will study the effects of the parent program developed during the first year on phonological awareness and other emergent literacy skills of the children. In the third year, a study will investigate how the classwide cross-age tutoring and parent programs operate separately and together to enhance learning for children with disabilities.

Products: UPWARD will help validate classwide cross-age tutoring procedures and parent programs for delivering phonological awareness and other emergent literacy skills instruction in the context of general kindergarten classrooms to enhance the reading development of students with disabilities. Research reports and training manuals will disseminate the research findings and broaden the project s impact.

Grant Number: H023C70231

Attention Deficit Hyperactivity Disorder—Early Identification Research Project

Project Director: Fewell, Rebecca R.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Miami
Dept. of Pediatrics
1601 NW 12th Avenue
Miami, FL 33136
(305)243-6517

Purpose: The goal of this research project is to determine whether certain behaviors observed in children under three years of age are predictive of Attention Deficit Hyperactivity Disorder (ADHD) behaviors at five and eight years of age.

Method: The project proposes an extensive investigation of the presence of ADHD and related behaviors in low birth weight, at-risk children. The investigation draws upon the archived data of a previous program, enabling the researchers to use the observed behavior of studied children and to link coded observations to already gathered longitudinal data. The link to the study will enable the project to determine whether early interventions had an impact on the behavior of very young children.

Products: The project will identify behaviors predictive of ADHD symptoms at a very early age, which would assist early interventions before the negative impact on cognitive, social, and emotional development occurs.

Competition 84.023D: Directed Research Projects

Grant Number: H023D70100

Building Capacity for Reform: Creating High Performing Schools for ALL Students

Project Director: McLaughlin, Margaret

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2000

University of Maryland
Office of Research Administration & Advance
Room 2100, Lee Building
College Park, MD 20742
(301)405-6495

Purpose: This project extends the research of the Center for Research on the Impact of General and Special Education Reform of the University of Maryland. The University will conduct a three-year longitudinal study of two schools in each of three school districts that are actively implementing state of local reform efforts. The project will extend previous research to focus on individual schools, outcomes of students with disabilities, and their access to curriculum.

Method: Based on "beacons of excellence" criteria, the individual schools within each district will be intensively studied to monitor student progress and to describe factors that have contributed to the school s capacity to produce exemplary results. The study will identify, validate, and apply criteria defining "exemplary results" for students with disabilities. It will help document and describe critical organizational and instructional features of exemplary schools and districts.

Products: The school districts in the study are involved in implementing new content and student performance standards and a comprehensive program of traditional and performance assessments used for school and student accountability. This project will contribute to these programs by developing and disseminating a framework for building the capacity of the schools to achieve exemplary results for all students and by helping to develop ways to enhance regulatory and fiscal flexibility across programs and within schools.

Grant Number: H023D70102

Beacons of Excellence: Achieving Exemplary Results for Students with Disabilities in Secondary Education

Project Director: Wallace, Teri

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Minnesota
Institute on Community Integration
102 Pattee Hall 150 Pillsbury Drive, SE
Minneapolis, MN 55455-0223
(612)626-7220

Purpose: The purpose of this project is to study how policies, procedures, curriculum, staffing, school climate, support services, community involvement, and other factors contribute to student success at secondary schools that obtain exemplary results for all students, including students with disabilities.

Method: In this directed research project, the Institute on Community Integration intends to develop criteria for identifying secondary schools achieving exemplary results for students in general and special education. It will conduct a national search to identify schools that have been successful in serving students in targeted outcome areas and it will identify and examine the factors relating to achieving exemplary learning results specifically for students with disabilities.

Products: The project will communicate and disseminate the findings to professionals, family members, and others, in order to impact the learning results of youth with disabilities in secondary schools. The project will link with national programs recognizing excellence to provide guidelines for integrating the education of students with disabilities into their selection criteria. Through its link to the Council for Exceptional Children, the project will extend its connection to a diverse group of associations and networks to facilitate the broad-based acceptance, promotion, and adoption of knowledge and practice to improve learning results for youth with disabilities in secondary education across the country.

Grant Number: H023D70106

Beacons of Excellence: Case Studies of Inclusive Urban Middle-Grade Schools

Project Director: Ames, Nancy

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Education Development Center
Center for Family, School, and Commun
55 Chapel Street
Newton, MA 02158-1060
(617)969-7100

Purpose: This project will identify and study three high-performance,inclusive urban middle schools in order to illuminate the factors that contribute to exemplary learning outcomes for students with disabilities, within a rigorous curriculum.

Method: The project will identify the critical features of middle schools that support exemplary learning results for students with disabilities, how students with different disabilities experience the curriculum and daily life in these schools, the impact of the curriculum on their learning, and the contextual factors in the district and community that contribute to or impede the schools from achieving positive learning results for students with disabilities.

Products: During its first year, the project intends to publish a call for applications and to conduct validation site visits. In the second year, multicultural research teams will develop case studies collaboratively with three schools by surveying teachers and students, identifying district assessment policies, shadowing individual students, collecting samples of curricula and student work, talking with parents, and interviewing staff. Products to be developed will include case studies, a video, an observation format, and an online "virtual tour" and will be disseminated for practitioner, parent, and policy audiences to help young urban adolescents with disabilities succeed socially and academically.

Grant Number: H023D70107

Beacon Schools of Excellence: Replicating Exemplary Practices

Project Director: Carnine, Douglas

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Oregon
College of Education
Office of Research Services and Administration
Eugene, OR 97403-5219
(541)485-1163

Purpose: This project proposes a three-phase procedure to identify high-performing or "beacon" schools at the elementary level, grades 1-5, to identify factors contributing to the academic success of students with disabilities in the context of exemplary learning results for all students, and to develop and disseminate procedural information intended to operationalize the practices in the schools identified as exemplary and to provide criteria to evaluate such practices.

Method: Educational practices will be examined at three levels: school, classroom, and individual student. Comparisons will be made between high-andlow-performing academic environments relative to each level in order to identify the practices most highly related to the academic success of all students. The project will focus on schools within the lower sociometric status range, where schools face the most difficult challenges when educating students.

Products: The project intends to develop a procedure-implementation manual operationalizing the practices in the exemplary schools and provide a means through which program evaluation of such practices can be achieved. It also intends to replicate the identified factors and established procedures withinlow-performing school environments, helping to ensure the integrity of the implementation procedures, to provide validational support for the importance of the identified factors.

Grant Number: H023D70203

Families and Schools Together: An Experimental Analysis of a Parent-Mediated Early Intervention Program for Elementary Children

Project Director: Kratochwill, Thomas

Beginning Date: Jul 1, 1998
Ending Date: Jun 30, 2001

University of Wisconsin
Wisconsin Center for Education Research
750 University Avenue
Madison, WI 53706
(608)262-5912

Purpose: This project proposes a three-year experimental study of a multifamily, early intervention program called Families and Schools Together (FAST) to support the special education goals of children with emotional disabilities, by engaging low-income, frequently stressed, and socially isolated families in ongoing involvement with schools.

Method: The FAST project intends to increase accessibility of services by developing a partnership with parents of children who may be pre-referred for special education services for children with emotional disabilities and, for families under stress, developing a social support network and other protective factors that may reduce the number of emotional and behavior difficulties of the children, reducing also the number of referrals to special education. Each year approximately 30 participants and their families will receive the FAST program in one of three cycles. Data from direct observations of classroom behavior will be collected by trained observers and analyzed in terms of family involvement, emotional and behavioral status, and academic and social performance.

Products: This proposed research project has the potential to impact the science and practice of intervention with all students displaying emotional and behavioral difficulties in the classroom. It will work to increase appropriate parent involvement and decrease the likelihood that children showing signs of emotional and behavioral difficulties are placed into special education. The use of FAST as a family-centeredpre-referral intervention service is expected to increase partnership and accessibility of special education services to low-income families and to increase children s resiliency, improve social behavior and academic performance, and allow children to maintain their regular education placements.

Grant Number: H023D70301

VCURRTC SSI Information Project

Project Director: Kregel, John

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Virginia Commonwealth University
Rehabilitation Research and Train
P.O. Box 980568
Richmond, VA 23298-0568
(804)828-6772

Purpose: This project of the Rehabilitation Research and Training Center is a collaboration among a minimum of 20 local school districts in five different states in a four-year effort to examine barriers to employment for young adults receiving SSI benefits. It intends to develop strategies and materials to promote the utilization of work incentives through the transition planning process and to apply qualitative and quantitative research methods to determine the relative effectiveness of strategies employed by this project.

Method: Transition programs in five states have agreed to participate in project activities. In each state, staff from the state education agency or the transition systems change project have agreed to facilitate teams of project staff members and local school district personnel to examine barriers to employment for young adults receiving SSI benefits, to coordinate local training and technical assistance efforts, and to monitor the results of training activities on transition planning and work incentive utilization.

Products: Several educational packages using different training strategies will be developed by a cadre of national SSI experts, advocates, transition planners, and consumers: satellite teleconferencing, Internet courses, self-instructionactivities using videotapes and interactive CD-ROMs, and seminars and team training sessions. These methods are intended to capture a national audience, secure access to rural and urban areas, achieve diversity among participants, and maximize the number of participants to be served by the project. The distance education and self-instruction activities will be made available to students with disabilities, family members, school personnel, and adult services personnel in every state.

Grant Number: H023D70303

Strategies for Increasing the Utilization of SSI Work Incentives to Enhance Employment Results of Transitioning Youth with Disabilities

Project Director: Johnson, David R.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Minnesota
Institute on Community Integration
102 Pattee Hall, 150 Pillsbury Drive SE
Minneapolis, MN 55455-0223
(612)624-1062

Purpose: The University of Minnesota, through its Institute on Community Integration and National Transition Network, in partnership with The Study Group and local education agencies, proposes to develop and test innovative strategies for increasing the utilization of the SSI work incentives by youth with disabilities. It will focus particularly on incorporating information concerning SSI work incentives in students transition/IEP plans. This directed research project builds on the current expertise, capacities, and experiences of the University and other partners in addressing the transition service needs of young people with disabilities and their families through research, training, technical assistance, and information dissemination and outreach.

Method: This project will conduct qualitative and quantitative research/evaluation studies to determine the type, range, and effectiveness of materials, technical assistance, training, and other strategies developed to improve the postschool employment outcomes of youth with disabilities through increased use of SSI work incentives.

Products: The project intends to develop materials, technical assistance, and training support strategies that promote the utilization of SSI work incentives to enhance employment results for transition-age youth with disabilities and to establish a comprehensive dissemination and outreach strategy that shares information on the outcomes, effective strategies, and materials and products developed for individuals with disabilities, parents, professionals, and policymakers.

Grant Number: H023D70306

Increasing Utilization of the SSI Work Incentive by Students Approaching Graduation through Capacity Building at the Personal, Local, and State Levels

Project Director: Kiernan, William E.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Children s Hospital
Institute for Community Inclusion
300 Longwood Avenue
Boston, MA 02115
(617)355-6506

Purpose: This project will assess the effectiveness of integrating information and support on SSI work incentives into the transition planning process for students with disabilities, with a primary goal of increasing student, family, and school expectations for employment and improving employment outcomes. The project builds capacity at the personal, community, and state levels.

Method: The project will distribute specific information about work incentives to secondary school students and their families about work incentives through the IEP process, through locally provided training opportunities, and through parent and student mentors. It will develop the capacity to support career goals for SSI recipients by establishing work incentive teams in schools that include regular and special education staff. At the state level, the project will incorporate a review of work incentive needs into the Statement of Needed Transition Services, and it will develop a work incentives expert network to address needs.

Products: The project will assess career path and barriers to employment in SSI recipients through a 3-year longitudinal study; it will also assess the impact of integrating work incentives information and support into transition planning on the use of work incentives and employment goals and outcomes. It will assess the outcomes of providing specific person-centered career planning and work incentives consultation as a supplement to project information and support activities.

Grant Number: H023D70308

RISES: Research in Social Security Employment Supports

Project Director: Vogelsberg, R. Timm

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Montana
Rural Institute on Disabilities
634 Eddy Avenue
Missoula, MT 59812
(406)243-5467

Purpose: This project addresses the initiative to research and implement innovative strategies which increase the utilization of SSI work incentives through the IEP-transition planning process. The strategies are intended to counteract the numerous barriers faced by persons with disabilities as they prepare to become part of the work force and to improve their post-school employment outcomes.

Method: The project will provide an analysis of the barriers to gaining Social Security income or work incentives and employment for young adults with disabilities, and it will identify strategies and materials which promote and increase the utilization of Social Security Work Incentives. It will institute quantitative and qualitative research methodology to determine the efficacy of the technical assistance strategies used to increase utilization of Social Security Work incentives. Research in Project RISES emphasizes preparation for a system-wide response to expand vocational rehabilitation partnerships and is consistent with federal initiatives designed to support successful learning.

Products: The increased knowledge about SSI work incentives that is expected to be gained through this project could lead to state-level adoption of approaches to improve utilization and life outcomes for individuals who have disabilities. Increased employment can alleviate the poor economic condition of people with disabilities and could support community vocational options instead of "waiting for services" lists.

Grant Number: H023D70400

Sustaining Effective Practices (STEP)

Project Director: Klingner, Janette

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Miami
122 NE 101 Street
Miami Shores, FL 33124
(305)284-5937

Purpose: This project proposes to evaluate the process of change in three elementary schools to determine the extent to which the innovations instituted through a previously funded restructuring project have been sustained beyond the project and what factors, internal and external, have influenced the determined levels of sustainability.

Method: The effectiveness of three innovative instructional practices will be measured in heterogeneous classrooms: collaborative strategic reading, classwide peer tutoring, and making words. An explanatory case study design will be conducted to explain sustainability. Cross-case analyses will compare sustainability. In the final phase of the project, ways to support and improve the sustainability of the innovations at each school will be explored.

Products: The series of studies proposed by this project should provide information on the extent to which practices implemented in target schools are sustained, how they are modified, the extent to which they have been adopted and adapted by teachers, and how teachers and the culture of the schools have changed as a result of these practices. The research will help to determine the extent to which teachers perceive and can document outcomes for students as a result of these practices and the extent to which the practices have been disseminated to and implemented in other schools that did not directly participate in the initial studies. Thus, the research should make a contribution on local, state, and national levels.

Grant Number: H023D70408

Sustainability of Promising Innovations

Project Director: Vadasy, Patricia

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2001

Washington Research Institute
150 Nickerson Street, Suite 305
Seattle, WA 98109
(206)285-9317

Purpose: This project is designed to track and document the outcomes of schools that have been assisted by two restructuring projects to implement effective practices. At the first site, two types of innovations will become the focus: student-focused collaboration practices that provide supports to teachers and students with IEPs; and systems coordination, organizational structures that involve general and special educators and school/district administration in planning, implementing, and collaborating on special services delivery. At the second site, the focus will be a one-on-onetutoring program for first graders at the highest risk for reading disabilities.

Method: The staffs of each of the restructuring projects on which these two studies have been based have developed conceptual frameworks specifying hypothesized influences on school use of targeted practices. Both studies will address general research questions such as whether and how schools continue/adopt/adapt the innovative practices, the quality and fidelity of the school s sustained use of the practice, and the student outcomes when schools sustain innovations. Data collected to answer the questions will include on-site observations of classroom instructional practices and staff teams and meetings, surveys, and in-person and telephone interviews.

Products: The project intends to advance the current knowledge base on effective implementation and dissemination of the secondary inclusion model, to identify school and district resources and staff that are critical to maintaining effective instructional and organizational practices to support inclusion, to identify barriers that teachers and administrators face that prevent their ability to sustain effective practices without outside assistance or supplementary funding, and to provide local and other school personnel with the findings of the case studies to help them plan for the future of innovative inclusion practices and policies. Regional resource centers and other agencies and organizations will be used to disseminate the study results.

Grant Number: H023D70409

Project SUSTAIN: Strategies for Understanding and Sustaining Educational Innovations

Project Director: Benz, Michael

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2001

University of Oregon
Secondary Special Education
c/o Research Services and Administration
Eugene, OR 97403-5219
(541)346-1408

Purpose: The purpose of this project is to study factors associated with the sustainability of educational innovations in secondary and transition services for youth with disabilities.

Method: To address the issues of developing effective secondary and transition practices to improve the poor postschool outcomes for youth with disabilities, this project will conduct in-depth case studies of a comprehensive secondary and transition innovation, the Youth Transition Program (YTP), being implemented in communities across Oregon and Arizona to address the school-to-work transition needs of these students. The project will complement and extend the program s database through the development of extensive case studies of a sample of local sites in each state.

Products: Case study data from this proposed project and student outcome data from the existing YTP database will be used to study the specific factors associated with the implementation, integration, and continuation of the YTP in local communities, and to investigate the robustness and utility of the project s model of sustainability. Findings will be summarized in products designed for both researcher and practitioner audiences. Products will be disseminated through a variety of mechanisms.

Grant Number: H023D70415

A Center to Study Sustainability (CSS) of Research-Based Interventions for Students with Learning Disabilities

Project Director: Gersten, Russell

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2001

Eugene Research Institute
132 E. Broadway, Suite 747
Eugene, OR 97401
(541)342-4268

Purpose: This project, a proposed research center, will study factors associated with the long-term sustainability of six projects designed to improve educational outcomes for students with learning disabilities. These projects have all provided convincing documentation of positive learning effects for students with learning disabilities.

Method: The center intends to describe the level of sustainability at each of the six project sites beyond the years of formal implementation and support. It will identify underlying factors that seem to be essential in promoting or hindering sustainability of research-based practices for students with LD. A multi-site case study design will be used, including generation of individual case studies and cross-site analyses of factors that foster or hinder sustainability. A variety of measures will be used to assess factors that underlie sustainability, including teacher understanding, teacher collegiality and school contexts, teacher efficacy, and teacher concerns about innovation implementation.

Products: A "think tank" of collaborating researchers, parents, and professional educators will help with data analysis, generation of policy implications, and dissemination. Findings will be disseminated in several ways to teachers and parents. A special issue of a journal or a book will be published in conjunction with the collaborating researchers and specialists.

Grant Number: H023D70500

Inclusive Reform in Urban Schools through Peer-to-Peer Suport from School Teams

Project Director: Hunt, Pam

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

San Francisco State University
Office of Research and Sponsored Pr
1600 Holloway Avenue
San Francisco, CA 94132
(415)338-7848

Purpose: This project is a proposed three-year effort to investigate the implementation of inclusive education for students with severe disabilities as part of systemic educational reform efforts in targeted urban schools and to utilize key members of educational teams and education and human services reform personnel in those inclusive reformed schools to provide peer-to-peer support to team members.

Method: During the first year of the project, a database will be developed for thematic analysis to provide empirical data on inclusive education in reformed schools and the perceived contributions of unified reform to the educational and social benefit of all students. It will also form the basis for the development of a needs assessment for inclusive reformed schools and instruments to measure student outcomes. Outcomes from pre-post implementation of the needs assessment and measures of related student outcomes will be used to evaluate the effectiveness of the peer-to-peer support model in facilitating the implementation of practices that improve services for all students in inclusive classrooms. A needs assessment in an inclusive reformed secondary school will also be undertaken and student and family outcomes instruments will be revised to reflect secondary-level inclusive reform.

Products: Thematic analysis of the data will serve as the basis for a research paper describing inclusive reform at the secondary level, and evaluation of the effectiveness of the peer-to-peer support model will serve as the final research report. Additionally, a manual and video will be developed describing organizational structures, collaborative practices, and educational strategies and materials to promote the unification of inclusive education programs with systemic educational reform. Dissemination of project findings will occur through publication of research reports in relevant journals, dissemination of the reports, and presentations at state and local conferences.

Grant Number: H023D70502

Teaching Students with Significant Disabilities to Support Themselves: Promoting Inclusion through Student-Directed Learning Strategies

Project Director: Wehmeyer, Michael

Beginning Date: Oct 1, 1998
Ending Date: Sep 30, 2001

The Arc
Dept. of Research and Program Services
500 E. Border Street, Suite 300
Arlington, TX 76010
(817)261-6003

Purpose: This project will investigate the differential effects of selected self-management and student-directed learning strategies in promoting student involvement in general education activities.

Method: One survey and five experiments are proposed to study student self-management skills. In three of the experiments, teachers will instruct the students on how to use one or more strategies, and in the other two, peers will be responsible for instructional delivery. There will be from 6 to 24 students in each of the experiments, and participants will include students with significant or severe disabilities.

Products: Based on project findings, a teachers guide to student-directed learning will be developed, field-tested, and widely disseminated. This and other materials will be made available to state directors of special education, state education agencies, and interested educators, parents, and other professionals through the Internet and through local Arc chapters. Direct benefits can be provided to over 300 students in three states, and through the study s results, students throughout the country with severe disabilities can learn self-management strategies and increase their participation and self-determination in their education.

Grant Number: H023D70506

Principals Project

Project Director: Salisbury, Christine

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Allegheny University of the Health Sciences
Child and Family Studi
320 East North Avenue
Pittsburgh, PA 15212
(412)359-1558

Purpose: The purpose of this project is to describe, enhance, and replicate effective strategies for ensuring that students with disabilities are integrally included as part of building-wide school improvement and reform initiatives and are accommodated accordingly. Findings from this project will be directed toward influencing the knowledge and practices of building principals in non-target schools using a participatory approach to dissemination.

Method: The project s goal will be addressed through a focused investigation of how ten principals in five states align inclusive practices with school-wideimprovement initiatives and how those decisions and strategies manifest themselves at the school and classroom levels. Specific attention will be given to describing the strategies administrators use to align general and special education reform initiatives for all learners, maximizing the effectiveness of those strategies, and identifying ways to disseminate findings that will enhance adoption and use by others. The first 18 months of the project will be devoted to data collection, synthesis, and support activities with the first cohort of principals in five states. The final 18 months will be devoted to replication and revision of strategies with a second cohort of 10-15 principals in other districts in these same states for the purpose of influencing knowledge and practices and addressing identified barriers to adoption and use of effective strategies.

Products: Positive outcomes are expected at the building and classroom levels in terms of changes in how general and special education reforms are integrated; how students are accommodated in curriculum, instruction, and assessment activities; and how principals and educators approach problem solving. These individual, classroom, and school-wide outcomes will be disseminated as findings to the field, other principals, practitioners, and parent information centers in formats designed in partnership with principals, practitioners, and parents. The impact of project activities on knowledge and practices is anticipated to be significant. At least 10 to 15 elementary, middle, or high schools serving at least 200 students with disabilities will receive technical support to attain the identified positive outcomes. At least 10 to 15 principals will receive technical assistance to use an action-based inquiry approach to developing reform strategies.

Grant Number: H023D70507

The Effects of a Supportive Classroom Community on the Inclusion of Students with Severe Disabilities

Project Director: Fox, Wayne

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 1998

University of Vermont
University Affiliated Programs of Vermont
340 Waterman Bldg.
Burlington, VT 05405
(802)656-3360

Purpose: The purpose of this project is to design, implement, validate, and disseminate effective social support strategies that are aligned with systemic reform and school improvement initiatives actively involving all students, including those with severe disabilities, within general education settings in elementary and middle schools. The research project will take place within inclusive multi-age classroom settings that are actively participating in the Vermont school reform movement and that embrace a program philosophy centered around each student achieving his or her highest level of personal excellence, self-determination, belonging, and positive interdependence among peers.

Method: Sixteen students with severe disabilities fully included in an age-appropriate regular multi-age classroom in their local school will serve as the sample for this study. Eight of the classrooms will receive the intervention. Data will be collected in intervention and non-intervention classrooms and all other same-age peers in each site serving as a comparison benchmark. Interventions include a student planning and support process, and a whole classroom intervention with the following components: greeting, social skills instruction, relationship building, and pause routine. These data will be included in a curriculum and implemented in the intervention classrooms. Data will also be collected on intervention sustainability during the third year of the project.

Products: Adoption of the curriculum to be validated by this project can significantly contribute to the inclusion of all students in general education classrooms. Implementation of the curriculum will also create a learning environment that provides support to the classroom teacher and encourages parent involvement. The curriculum will be developed, evaluated, and widely disseminated. Results of the project will be disseminated through a variety of media. As a result, thousands of children will benefit from being part of inclusive classrooms, both in Vermont and, as the curriculum is adopted elsewhere, throughout the country.

Grant Number: H023D70509

Testing a Strategy for Computer Based Assistive Technology Intervention to Support Inclusion

Project Director: Mann, William C.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

State University of New York at Buffalo
Sponsored Programs Adminis
The UB Commons 520 Lee Entrance, Suite 211
Amherst, NY 14228
(716)645-2977

Purpose: Working under the premise of the relationship between training on assistive computer technology (ACT) and its successful use, the project will conduct a pretest-posttest experimental design study to document the impact of team training for ACT on inclusion, academic performance, and the total class knowledge and use of technology for education.

Method: The project will study the relationship between learning and training, specifically, how students with severe disabilities learn ACT and the training not only of the student but also of the teacher, related service personnel, and family. This method is called team training for ACT. Besides the expected outcome of demonstrating a strong positive relationship between team training for ACT and degree of inclusion and academic performance of students with severe disabilities, the project also expects that all students in the class will benefit from team training for ACT.

Products: The impact of the proposed study on policy is expected to have national significance in shaping guidelines for the provision of assistive computer technology. The project intends to publish a book of case descriptions documenting the process of evaluation, provision of ACT, and team training in its use. This book is directed to school personnel across the country who are integrating ACT in their schools.

Competition 84.023E:
Synthesize and Communicate a Professional Knowledge Base: Contribution to Research and Practice

Grant Number: H023E50004

Is Learning Disabilities Nothing More than an Oversophistication of Low Achievement?: A Quantitative and A Qualitative Synthesis

Project Director: Mathes, Patricia

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 1997

Vanderbilt University - Peabody College
Kirkland Hall
Nashville, TN 37204
(615)343-4782

Purpose: To develop a definitive statement of whether, and if so how and to what extent, learning disabled students differ from non-disabled, low-achievingpeers.

Method: A meta-analysis will be proposed, addressing questions such as "In terms of standard deviations, how does performance by low-achievers compare to that of students with learning disabilities?" "What magnitude of difference separates the two groups in terms of social acceptance and classroom behavior?" "Are student grade levels, race, and socio-economic factors relevant to intergroup differences?" First a comprehensive review of published and unpublished literature will be conducted, after which these studies will be coded along various methodological and demographic dimensions and critiqued for technical quality. Thirdly, staff will calculate individual effect sizes for learning disabled/low achievement student comparisons and analyze individual effect sizes along dimensions such as academic performance, achievement/performance discrepancies, social acceptance, and school behavior. In addition to the meta-analysis, staff will analyze a subset of studies meeting the highest standards of scientific rigor as part of a qualitative, best-evidence synthesis approach. Finally, findings will be submitted to a panel of experts for formative feedback, followed by further analyses based on their feedback.

Products: Project findings will be made available as quickly as possible through submission of prepublication reports to the Educational Resource Information Center (ERIC). Results will also be published in relevant journals, including a possible special issue on the subject to include both the meta-analysis and the best evidence synthesis. The final report will be published as a monograph, and presentations will be made to scholarly audiences at national gatherings.

Grant Number: H023E50005

Integrative Synthesis of Instructional Grouping Practices for Reading Instruction for Students with Disabilities

Project Director: Vaughn, Sharon

Beginning Date: Nov 1, 1995
Ending Date: Oct 31, 1997

University of Miami - School of Education
PO Box 248065
Coral Gabels, FL 33124-2040
(305)284-6611

Purpose: To examine the types of within-class grouping patterns that general and special education teachers use for reading instruction for students with disabilities and the social and academic outcomes associated with these grouping practices.

Method: The proposed project will implement a systematic, objective, integrative review incorporating best practices for integrative reviews and meta-analysis procedures. Research from a broad spectrum of grouping practices will be synthesized, and studies of instructional practices embedded in specific in-class grouping patterns (such as peer tutoring and cooperative learning) will also be incorporated into this review. Research in both general and special education settings will be examined, as will both academic and social outcomes of grouping patterns.

Products: Proposed products will include: (a) papers and monographs to inform the research community of the state of current knowledge on this topic; (b) brochures for parents; and (c) professional development materials for inservice and preservice special and general education teachers providing instructional guidelines for procedures and activities for within-class grouping practices for students with disabilities.

Competition 84.023F:

Examining Alternatives for Outcome Assessment for Children with Disabilities

Grant Number: H023F50007

Performance Assessment and Standardized Testing for Students with Disabilities: Psychometric Issues, Accommodation Procedures, and Outcome Analyses

Project Director: Elliott, Stephen; Kratochwill, T.

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

University of Wisconsin System
Wisconsin Center for Education Research
1025 W. Johnson St.
Madison, WI 53706
(608)263-2863

Purpose: To gain an understanding of how students with a wide range of disabilities perform on and react to on-demand and in-class performance assessment tasks in mathematics and science.

Method: This investigation will focus on the use of performance assessment tasks as operationalized in a statewide student assessment system and by classroom teachers, with a sample of fourth- and eighth-grade students (N=200 per year) with varying academic abilities. A two-tiered, cross-sectional group design with two levels of independent variables (nondisabled and disabled) and two levels of subject matter (mathematics and science) will be used. Students responses to performance assessment tasks and standardized multiple-choice test, as well as post-assessment interviews with students, will provide data to answer questions concerning psychometric issues, accommodation procedures, and the utility of different types of assessments for evaluating academic outcomes. Teachers (at least 20) involved in the administration of the performance assessment instruments will also be interviewed via a structured questionnaire to provide additional data on accommodation procedures and the functioning of students with disabilities on performance assessment tests. Data analysis will involve MANOVA, multiple regressions, correlational analyses, and descriptive or qualitative features.

Products: Project results will achieve widespread dissemination through the principal investigators writing and speaking efforts. Paper presentations and nWational conferences on children, assessment, and schooling and manuscripts submitted to journals will further enhance the impact of this project and facilitate advancement of research on performance assessment with students with disabilities.

Grant Number: H023F50008

Examining Alternatives for Outcome Assessment for Children with Disabilities

Project Director: Haigh, John

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

Maryland State Department of Education
200 West Baltimore St.
Baltimore, MD 21201
(410)767-0236

Purpose: To conduct a total of 12 studies forming a systematic research program on assessment accommodations and alternative assessment approaches that facilitate inclusion of all students in statewide assessment programs.

Method: The planned research program will include three methodological approaches: (1) comparative studies involving a qualitative examination of the assessment systems in Kentucky and Maryland, as well as an investigation of characteristics of participating students with disabilities and their performance within those systems; (2) studies which involve secondary analyses of existing data bases to address critical technical and implementation issues in the assessment of educational outcomes for students with disabilities; and (3) experimental field studies that involve the collection of new data to address several technical issues crucial to the development and modification of state assessment policies. These studies will incorporate data from approximately 40,000 students with disabilities in these states, and subsamples of students with disabilities who will be exposed to the experimental comparisons. These studies will explore the following issues: the ways in which assessment and accountability systems must be conceptualized and developed to have the range and flexibility to accommodate all students, including those with disabilities; the relationships between instructional accommodations and accommodations in assessment; issues and concerns of reliability and validity in the use of testing accommodations and adaptation, alternative assessments, and specification of standards and outcomes; and the use of alternative assessments for students with severe cognitive disabilities.

Products: The work of project staff will be of immediate use to those at national, state, and local levels who are striving toward educational systems that are accountable for all students, including those with disabilities. Reports will be prepared on the synthesis and comparison of the Maryland and Kentucky systems, the summary of data from analysis of secondary data bases, and the findings from experimental field studies on the possible effects of various accommodations and assessment approaches.

Grant Number: H023F50011

Project Reading ABC: An Alternative Reading Assessment Battery for Children with Severe Speech and Physical Impairments

Project Director: Koppenhaver, David A.

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 1998

University of North Carolina
300 Bynum Hall, CB # 4100
Chapel Hill, NC27599-4100
(919)966-7486

Purpose: To assemble an interdisciplinary team of experts in assessment, literacy, and severe speech and physical impairments (SSPI) to systematically develop alternative reading assessments, including an alternative reading assessment battery for school-aged children with SSPI.

Method: Subjects will be school-aged children with SSPI as well as nondisabled peers matched for gender, race, native language, and developmental reading abilities. Children with SSPI will be sampled from assessment centers and concentrated instructional programs in Chicago, Illinois (N=15), Denver, Colorado (N=30), Plattsburgh, New York (N=10), Chapel Hill, NC (N=30), and Durham, NC (N=40). Assessment battery development will be initiated with the reading comprehension subtest. In Phase I, the research team will validate the existence and importance of a construct (i.e., knowledge, strategy, attitude) to be assessed by a particular subtest, review existing assessments of that construct for typically developing readers, and consult with reading and disability assessment authorities. In Phase II, the team will seek to develop prototypes of alternative ways to assess the construct for children with SSPI that have acceptable reliability. In Phase III, the team will seek to answer questions about the construct and predictive validity of the alternative assessments by comparing performance of nondisabled children on alternative and more traditional measures of the construct. In Phase IV, when the alternative reading assessment battery has demonstrated acceptable reliability and validity, the team will strengthen the case for validity of the alternative assessments across children of differing abilities, both within and between multiple measures.

Products: While the assessment battery itself will be the primary project product, plans for disseminating project findings include: research reports to be published through the Center for Literacy and Disability Studies; peer-reviewedjournal publications in literacy and disability journals; newsletter and bulletin board system articles; conference presentations; oral presentations in workshops, guest lectures, and courses conducted by staff of the CLDS; and publication, marketing, and distribution of the test battery itself by Communication SkillBuilders within the Psychological Corporation.

Grant Number: H023F70004

Kentucky Alternate Portfolio System Study

Project Director: Kleinert, Harold

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Kentucky Dept. of Education
Exceptional Children Services 500 Mero
Frankfort, KY 40601
(502)564-4970

Purpose: This project, a collaboration among the Kentucky Department of Education, the University of Kentucky, and the National Center for Educational Outcomes of the University of Minnesota, continues the research efforts of these organizations in studying the efficacy and instructional impact of the Alternative Portfolio Assessment System. As such, it will study: (1) the reliability of portfolio scores, (2) how those scores correlate with validated indices of best practices for students with moderate and severe disabilities, (3) whether or not students with the most severe disabilities can evidence established learner outcomes as a function of their instruction, (4) the correlation between alternate portfolio scores and positive outcomes upon graduation, (5) the extent that teachers are modifying their instructional practices for these students as a result of the accountability requirements of the alternative portfolio, (6) the relationship between accountability requirements and building- and district-level support of inclusive, community-referenced programs for these students, (7) the extent of participation of the students in developing their own portfolios, (8) issues in establishing equitable criteria for students to participate in alternative assessment, and (9) statewide issues in developing inclusive assessment and accountability systems.

Method: These questions will be answered through a three-year research design across a series of eleven studies. Field data will include interviews, surveys, IEP analysis and on-site observations, post-graduate follow-up studies, reliability data across multiple portfolio scorings, and score distribution for the alternate portfolio in relationship to scoring distributions of students with disabilities and of all other students under the regular assessment system.

Grant Number: H023F70008

Classification in Context: The Effects of Research-Based, Classroom-Grounded Practices on Children at Risk for Reading Failure

Project Director: Speece, Deborah

Beginning Date: May 1, 1997
Ending Date: Apr 30, 2000

University of Maryland
Rm 2100 Lee Building
College Park, MD 20742-5141
(301)405-6482

Purpose: The purpose of this three year, longitudinal project is to validate a model of assessment and instruction with respect to: representation of minority children in special education, the IQ-achievement discrepancy method of learning disability identification, the achievement and classroom behavior of children at risk for reading failure, and developmental case studies of at-risk children.

Method: The proposed model consists of five steps: (1) screening with curriculum-based reading measures, (2) identification of children at risk for reading failure, (3) researcher-school team collaboration to develop interventions, (4) general education/special education intervention, and (5) progress monitoring of intervention effectiveness. Quantitative and qualitative methodologies will analyze change at the child, classroom, and school levels.

Products: The project will allow systematic and detailed analysis of a research-based model grounded in the realities of the classroom.

Grant Number: H023F70010

Gauging Outcomes to Accelerate Learning and Success: Goals for Students with Disabilities

Project Director: Fuchs, Lynn

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Vanderbilt University
Kirkland Hall - Room 512
Nashville, TN 37240
(615)343-4782

Purpose: The purpose of the project Gauging Outcomes to Accelerate Learning and Success (GOALS) for Students with Disabilities is to remove the two major obstacles to identifying the success of students with disabilities: (1) in many accountability systems, the performance of the students does not count, and (2) there are no guidelines for how teachers can use accountability frameworks to increase expectations and outcomes for students with disabilities.

Method: To remove these obstacles, the project will develop, validate, and codify a Dynamic Assessment Tool for Accommodations for practitioners to identify valid accommodations for students with disabilities. Strategies will be developed by which teachers can use the structure of accountability systems to realize better outcomes for students.

Products: Through the methods of this project, the meaningful participation of students with disabilities in accountability systems will increase, and that participation should produce the intended benefits of increasing expectations, adaptations, and learning for those students.

Grant Number: H023F70017

Validating Accommodations that Legitimize Individuals with Disabilities Access to Testing in Education

Project Director: Tindal, Gerald

Beginning Date: Sep 1, 1997
Ending Date: Sep 30, 2000

University of Oregon
Behavioral Research and Teaching
230 Education
Eugene, OR 97403-5262
(541)346-1640

Purpose: This project proposes to study how large-scale tests can be administered so that more students with disabilities can participate in the testing program and increase their chances of success. Participation rates of students with disabilities across Oregon will be tracked and analyzed and a decision-making model developed. Focus groups of teachers, parents, and students will document issues in the decision making surrounding participation and administration of the test in standard and accommodated versions. An adapted version of the test will be developed and field-tested inOregon schools. Because there are problems associated with a "read aloud" version of the test for some students (those with vision and hearing disabilities, for example), a digitized version using CD ROM and Internet technology will be developed to assist and include those students.

Grant Number: H023F70020

Experimental Analysis of the Effects of Testing Accommodations on the Scores of Students with Disabilities

Project Director: Elliott, Stephen N.; Kratochwill, Thomas R.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Wisconsin System
Wisconsin Center for Education Rese
School of Education, 750 University Ave.
Madison, WI 53706-1796
(608)262-8841

Purpose: The proposed multiyear investigation will focus on the development, use, and effect of testing accommodations on the scores of students with disabilities on challenging mathematics and science performance assessment tasks. Its major objectives are to document and describe the nature of information on testing accommodations in students IEPs, to document actual testing accommodations when using performance assessment tasks to assess students with disabilities, to examine the effect accommodations have on test results, and to document the judgment of teachers and measurement experts on the appropriateness of testing accommodations.

Method: The predominant research design in this investigation is a between-series experimental procedure featuring an alternating treatments design element.

Products: This project hopes to advance knowledge about the impact of testing accommodations on performance assessment scores and to provide insight into the steps needed to enhance performance of all students in statewide assessments.

Competition 84.023G: Studying Models that Bridge the Gap Between Research and Practice

Grant Number: H023G50005

PROMISE: Practitioners and Researchers Orchestrating Model Innovations to Strengthen Education

Project Director: Fuchs, Lynn; Fuchs, Doug

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

Vanderbilt University - Peabody College
Box 328
Nashville, TN 37203
(615)343-4782

Purpose: To develop, validate, and disseminate a model for practitioner-researcher collaboration and staff development, resulting in cutting-edge, successful practices that are implemented and sustained in schools.

Method: Research will conduct two "generations" of research activity aimed at developing instructional procedures that help teachers accommodate students with disabilities during mainstream reading activity. In Years 1 and 2, staff will implement the PROMISE collaborative research model with one school and a traditional "expert" model with a second school. Both qualitative and quantitative methods will be used to examine the effects of these two contrasting research models on teacher beliefs and values, school culture, teacher practice, fidelity of treatment implementation, and student outcomes. In Years 3 and 4, staff will study the effects of the research model in participating schools in terms of whether (and if so, how long) these innovations are sustained. In addition, staff will replicate the process initiated in Years 1 and 2 and contrast collaborative versus expert models in two additional schools. Again, the project will generate information about the efficacy of further refined reading instruction. In replication of Year 1 and 2 research, teachers in the first generation of schools will be responsible for staff development in the second generation of schools.

Products: PROMISE is expected to have national impact through the development of otherwise unavailable products and knowledge: (a) the creation of a model for school-university research collaboration that bridges between practice and research; (b) a manual and videotape designed to disseminate this model; (c) validated methods for including students with disabilities in general education for reading instruction; (d) a training manual and videotape explicating and illustrating the reading methods; (e) research reports on the relative effects of collaborative versus expert research models, on reading treatment components, and on specifying a model for school-university research partnerships.

Grant Number: H023G50012

Development and Validation of a Partnership-Consultation-Collaboration-Professional Development Model to Bridge the Gap Between Research and Practice

Project Director: Greenwood, Charles

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

University of Kansas
1052 Dole
Lawrence, KS 66104
(913)321-3143

Purpose: To articulate, implement, evaluate and disseminate an existing model designed to improve the practices of special and regular education teachers and of parents in inner-city communities.

Method: Participants in the project will include 975 students (195 with disabilities), their parents, 36 teachers and administrative staff of three school buildings in three school districts, and 10 researchers. Two of these schools will be from economically disadvantaged (35%+ in poverty) urban communities. Key components of the model to establish and maintain sustained research-practice relationships between researchers and practitioners will address partnership, collaboration, consultation, and professional development. Using a multiple baseline design across schools and a multi-method (qualitative and quantitative) measurement model, functional relationships between use of the model and changes in implementation of practices, instructional processes, and products/outcomes on students with and without disabilities will be examined. Additional participants will include the staff and students of a third, out-of-state replication school that will serve as an independent replication site for the model prior to national dissemination.

Products: In addition to direct benefits to participants, the project will result in new knowledge in the form of empirical and qualitative findings concerning the model, its components, processes, products, and outcomes. This knowledge will be published in the professional literature and used in preservice teacher training. This knowledge will also be represented in a "blueprint" of training, materials, media, and technology for replication in local schools.

Grant Number: H023G50021

Project BRIDGE: Bridging Research and Instruction through Dynamic and Ground Exchange

Project Director: Kameenui, Ed; McNair-Gallup, Sue

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

Springfield School District #19 and University of Oregon - College of Education
2109 J Street
Springfield, OR 97477
(541)346-1644

Purpose: To develop, field-test, and evaluate a model of elementary literacy education that is (a) considerate of and sensitive to the regularities, routines, and resources of individual schools, (b) grounded in the dynamic and equitable exchange between professionals practitioners and researchers, (c) sufficiently defined to generalize to other schools and produce replicable findings, and (d) sustainable by faculty most proximal and responsible for bringing about change.

Method: Research will be conducted over a four-year period. Forty general education teachers, 8-10 special education teachers, and four school principals will participate along with four university faculty. All students with identified reading disabilities, two children identified as at risk for reading failure, and two average-achieving peers will participate from each classroom for a projected total of 280-300 children over the four year funding period. Each school will establish two teams per school that will be responsible for developing specific mechanisms and strategies of the BRIDGE model for their respective sites. One of these teams will represent K-2 classes, the other grades 3-5. A modified multiple-case replication design will be used to evaluate the effects and sustainability of the model. School culture, climate, and student literacy achievement, engagement, and attitudes will be assessed through a framework of measures to be determined at the local school level. In addition to technical adequacy criteria, these measures will be proximal to school culture and climate and will provide a cadre of common assessment instruments across schools.

Products: Research reports from the first two project years will examine the reading literacy growth of students with disabilities within the context of several bridging mechanisms and options at the school building level. Curricular materials and reports from Years 3 and 4 will provide the theoretical base and practical implications for designing and implementing a model for bridging research and practice that benefits students with disabilities and those at risk for reading and academic failure.

Grant Number: H023G50033

Project RILT

Project Director: Logan, Kent R.

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

Benefield Elementary School
970 McElvaney Lane
Lawrenceville, GA 30044
(404)415-7230

Purpose: To develop, implement, and evaluate the Research Instructional Lead Teacher system, a model for bridging the gap between research and practice in the education of children with disabilities in general education classrooms.

Method: The RILT model will address implementing effective, research-based instructional strategies for teaching students with learning disabilities, mild behavior disorders, and students with mild, moderate, severe, and profound disabilities in regular education elementary classrooms. Using an AB design, three time series experiments will be conducted to assess (a) procedural reliability of implementation of the RILT model, (b) procedural reliability of teacher implementation of selected strategies, (c) learning of students with disabilities during implementation of the RILT process, (d) learning of students without disabilities who receive remedial educational programs, and (e) teacher instructional and student responding (ecobehavioral) variables during implementation. Three ethnographic case studies will be conducted from the emic perspective to identify influential belief systems impacting selection and use of instructional strategies. Five studies using single subject experimental designs will be conducted to study the effectiveness of RILT. Results of a school climate survey will be examined to determine differences (if any) on variables measured in schools after participation in RILT. The RILT model will then be replicated in another school using local resources and action research data collection procedures.

Products: In addition to dissemination materials for presentation to professional journals and conferences, project products will include: a RILT model implementation module describing module components, roles of key research teachers, procedures for implementation and training, and results of implementation in various settings; "teacher-friendly" intervention modules describing research-based interventions, step-by-step procedures for implementing interventions in general education classrooms, adaptations made in different classrooms, and manageable data collection procedures. These reports and modules will be made available to a variety of professional institutes, clearinghouses, and technical assistance organizations.

Grant Number: H023G50045

Beyond Bridging the Gap: Creating Learning Communities of Research and Practice

Project Director: Boudah, Daniel; Knight, Stephanie

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

Texas A & M
Department of Educational Psychology
704 Harrington Center
College Station, TX 77843-4225
(409)845-1839

Purpose: To develop and validate a participatory research and development model that creates learning communities of research and practice in which the ultimate goal is to impact teacher thinking and instructional behavior in inclusive classes, the school systems and cultures in which teachers work, university teacher training and research programs, and the academic outcomes of students with and without disabilities in inclusive classes.

Method: First, a working model of participatory research and development (PR&D) will be developed and implemented beginning with ten secondary special and general education teachers in the first year (expanding to 35 teachers in the first three years) to address authentic instructional problems in the inclusive classrooms of participating teachers. Second, descriptive and intervention studies will determine the effects of teacher involvement in PR&D on their problem-solving/innovation development process, including their planning, instructional behaviors, and attitudes. Third, intervention studies over the first three years of the project will determine the effects of teacher participation in the PR&D process and implementation of classroom teaching and learning strategies in experimental classrooms on the academic performance of students with mild disabilities as well as those without disabilities (N=80 students in the first and third years, N=40 in the second). In addition, in each year of the project, the academic performance of students with and without mild disabilities within experimental classes will be compared to the academic performance of students with and without disabilities in classrooms where teachers do not participate in PR&D but do implement the innovations of PR&D teachers. Fourth, descriptive studies will address the effects of teacher, administrator, and staff involvement in participatory research and development on the system, culture, and professional climate of the schools included in the project. Finally, descriptive studies will determine the effects of participation in participatory research and development on the attitudes, future research plans, and teacher preparation programs involving participating university educators.

Products: Project findings will be disseminated through presentations to peers within participating institutions and regional and national conferences, as well as publication of research findings in practitioner and research journals.

Competition 84.023N: Initial Career Awards

Grant Number: H023N50009

Strategies for Promoting Social Relationships between Young Children with and without Disabilities

Project Director: Favazza, Paddy

Beginning Date: Aug 21, 1995
Ending Date: Aug 20, 1998

University of Memphis-Campus Box 526017
Dept. of Instruction &
Memphis, TN 38152-6017
(901)678-3451

Purpose: To extend the line of research on attitudes toward preschoolers with mild to severe disabilities, and to develop naturalistic and economical strategies for effectively promoting social relationships among preschool children with and without disabilities.

Method: Over a three year period, 17 kindergarten teachers and 15 special educators, 250 kindergarteners, and 124 preschoolers with mild to severe multiple disabilities from Memphis City Schools will participate. Study One will use a randomized group design to examine the effects on social contact, children s books, and guided discussions on the attitudes of kindergarten children toward children with disabilities. In Study Two, a component analysis will be used to examine the effectiveness of individual components of the intervention package. Study Three will examine the feasibility and effectiveness of the intervention package as a class-wide program for promoting acceptance of individuals with disabilities.

Products: Products will include a new, validated approach to promoting social relationships among nondisabled, kindergarten-age children and young children with disabilities, including a set of procedures within a training manual for teachers and support staff to use the methods developed and researched through this grant activity.

Grant Number: H023N50013

A History of Special Education, Nashville, TN, 1940-1990

Project Director: Dorn, Sherman

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

Vanderbilt University
Kirkland Hall - Rm 512
Nashville, TN 37240
(615)343-8748

Purpose: To research and publish a history of special education policy and practice in Nashville, Tennessee since 1940.

Method: Data collection will employ both archival sources and oral history. Archival sources will include: published articles and reports by local researchers; articles in local newspapers; records of the Nashville Board of Education; records of legal cases involving special education in Nashville; records of hearings, bills, and legislative history; and records of the executive branch in Tennessee regarding the history of public policy concerning special education and mental retardation. Materials held by current and former employees of Nashville public schools, materials held by parents and former students, and materials held by the special education offices of city public schools will all be included in the study as well. Archival and oral history evidence will be evaluated for authenticity and credibility, and a database of catalog links will be created to store and organize findings.

Products: Products will include the following: a manuscript and a research report describing the history of special education in Nashville, analyzing the practical influence of research and advocacy on the education of individuals with disabilities in Nashville; a hypertext version of this report including additional material from oral history interviews; a manuscript placing the local history of special education in Nashville within a national context; and a set of oral history tapes and transcripts available for the use of other researchers.

Grant Number: H023N70020

Examining the Effects of Embedding Young Children's Goals and Objectives in Daily Activities

Project Director: Pretti-Frontczak, Kristi

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Oregon
Center on Human Development c/o Office of Research Services & Admin.
5219 University of Oregon
Eugene, OR 97403-5219
(541)346-2580

Purpose: This study is designed to fill a critical void in early childhood special education (ECSE) by meeting three procedural goals: to examine and describe the instructional behaviors of teachers working in ECSE classrooms; to assess and describe changes in teacher behaviors following training; and to measure the effects on children s performance when IEP/IFSP goals and objectives are embedded in daily activities.

Method: The project comprises three interrelated studies. The first study will examine the types of assessment tools ECSE teachers are using and the utility of IEP/IFSPs for program planning. Teachers will be observed in attempts to establish benchmarks regarding the frequency that they are able to embed children s targeted IEP/IFSP goals and objectives. The second study will examine the effects of training on how frequently teachers embed goals and objectives, when they do so, and the strategies they use to embed. The third study will examine the effects on young children s development when IEP/IFSP goals and objectives are embedded in daily activities.

Products: Through this project, the instructional behaviors of teachers working with preschool children with disabilities will be examined, the effects of embedding training on teachers use of instructional behaviors will be determined, the effects of embedding children s goals in daily activities will be studied, and a line of research regarding the treatment validity of the AEPS, the utility of IEP/IFSPs, and the effectiveness of embedding children s goals and objectives in daily activities will be expanded.

Grant Number: H023N70026

Effects of Setting on Friendship & Acceptance of Young Children with & without Disabilities

Project Director: Buysse, Virginia

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of North Carolina at Chapel Hill
Frank Porter Graham Ch Room 300 Bynum Hall,
CB#4100 UNC-CH
Chapel Hill, NC 27599-4100
(919)966-7171

Purpose: The purpose of this study is to examine the effects of two types of early childhood programs on the social behaviors of preschoolers with disabilities: integrated special education programs in which the majority of children enrolled have disabilities, and inclusive regular child care programs in which the majority of children enrolled are typically developing.

Method: The sample will include 330 children with disabilities and 330 typically developing children from 60 early childhood programs. The study will document the effects of early childhood setting on two types of social outcomes: friendship and peer acceptance. Additionally, the study will assess how child characteristics and other program characteristics mediate friendship and peer acceptance among young children with and without disabilities.

Products: The findings of the study should provide important theoretical information about complex transactions among social outcomes, child attributes, and the broader social context. The results will have clinical implications with respect to designing and evaluating future interventions aimed at promoting peer acceptance and positive peer relationships among children with and without disabilities. The results will be disseminated widely and the project will publish a consumer-oriented articlefor parents and classroom teachers.

Grant Number: H023N70037

Culturally and Linguistically Relevant Strategy Instruction for Language Minority Students with Learning Disabilities

Project Director: Jimenez, Robert T.

Beginning Date: Nov 1, 1997
Ending Date: Oct 31, 2000

University of Illinois
College of Education
Department of Curriculum & Instruction
Champaign, IL 61820
(217)333-1564

Purpose: This project will describe the literacy strengths and difficulties faced by language minority students with learning disabilities in grades 4 to 6, develop and refine instructional interventions for them, and disseminate the findings of this research.

Method: In-depth descriptive studies of Asian American and Latina/Latino students with learning disabilities will inform the development and implementation of instructional interventions by which students are taught three reading strategies and provided with opportunities to increase their reading rate and fluency.

Products: This project will refine a model of language minority students who have learning disabilities or who are at risk for referral to special education. Dissemination of research findings will include publications in professional journals and production of videotapes of effective literacy instruction. Teacher training modules will also be developed and implemented, and serve as vehicles for disseminating information produced by the project.

Grant Number: H023N70042

Early Development and Intervention Needs of Young Children with Visual Impairments

Project Director: Hatton, Deborah

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of North Carolina - Chapel Hill
Frank Porter Graham Chi Office of Research
300 Bynum Hall, CB# 4100
Chapel Hill, NC 27599-4100
(919)966-7186

Purpose: This project will examine early development and intervention needs of young children with severe visual impairment, develop a series of intervention studies, conduct a pilot study of the most promising interventions, and disseminate implications for facilitating development and optimizing education for this population.

Method: A series of three studies will be conducted: in Study 1, two extant data bases will be combined to form a longitudinal data set; in Study 2, 50-100parents of children with visual impairment and 20-50 adults with visual impairment will be interviewed; and in Study 3, 300 early childhood teachers will be surveyed. Qualitative and quantitative methods will be used to analyze data from studies 2 and 3.

Products: The products generated from this project will include a series of six articles, three geared to researchers/clinicians and three geared to parents/teachers; a monograph describing the project s findings; state and national presentations; and a series of proposals for intervention studies.

Grant Number: H023N70048

Investigation of Sequence to Reciprocal Interactions within Behavioral Episodes of Problem Behavior

Project Director: Nelson, Ron

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

Arizona State University
Box 971603
Tempe, AZ 85287-1603
(602)965-1644

Purpose: This project aims to develop and validate a conceptual model of the sequence of reciprocal interactions within behavioral episodes (explosive escalating sequence of behaviors) of problem behavior.

Method: Project staff anticipate gathering data on 500 to 600 behavioral episodes of problem behavior exhibited by a stratified sample of 100 to 110 elementary-aged students diagnosed as seriously behaviorally disabled, learning disabled, and/or developmentally disabled. Prior to direct observations of behavioral episodes, a scatterplot analysis will be completed by educators on each student to identify those times in which there is a high probability that behavioral episodes will occur. Data will be summarized descriptively for the entire sample through simple univariate statistics. Logistic regression techniques will be conducted to explicate the sequence of reciprocal interactions within behavioral episodes of problem behavior. These techniques will also be used to explore the conditional probabilities among the behaviors associated with each interaction.

Products: Project products are expected to include: presentations at national, state, and regional conferences; professional articles, book chapters, and manuscripts; and dissemination through electronic networks to reach parent and practitioner networks.

Competition 84.023P: Increasing Participation in General Education Programs among Youth with Disabilities

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Grant Number: H023P30008

The Development and Validation of a GED Proficiency Attainment Model for Students with Learning Disabilities and Severe Emotional Disabilities

Project Director: Mellard, Daryl F.

Beginning Date: Jan 1, 1994
Ending Date: Dec 31, 1997

University of Kansas
3061 Dole Human Development Center
Lawrence, KS 66045
(913)964-4780

Purpose: To identify barriers to GED program participation and completion for students with learning disabilities and severe emotional disturbances who drop out of high school, and to design, implement, and evaluate an intervention model to accommodate these students needs related to completion.

Method: In the first phase of the project, those involved in the GED process will participate in interviews, focus group meetings, and/or observations. These data sources will provide information describing the current needs of students and instructors in GED programs. In collaboration with those involved, an intervention package will be designed for implementation and evaluation in the second research phase. One product will be an intervention model generalizable to other GED programs. The intervention model will address academic and self-management skills as major areas influencing GED participation and completion.

Products: The instructional model will consist of three packages: a Recruitment Package; a GED Preparation Package (consisting of the Strategies Application Component, the Strategic Tutoring Component, the Content Enhancement Component, and the Self-Management Component); and a Test Performance Package. In each area, learning and self-management strategies and related needs of students with LD and SED will be addressed in conjunction with the teaching skills and programmatic influences on participation and completion.

Competition 84.023S:
Study on Pre-Reading and Reading Skills of Young Children

Grant Number: H023S50001

Committee on Prevention of Reading Difficulties in Young Children

Project Director: Denning, Douglas

Beginning Date: Nov 15, 1995
Ending Date: Nov 14, 1997

National Academy of Sciences
2101 Constitution Ave
Washington, DC 20418
(202)334-3377

Purpose: To conduct a thorough study of contemporary research on the development of pre-reading and reading skills, the assessment of factors associated with reading problems, and the comparative effectiveness of formal and informal interventions for young children who are at risk for developing reading problems.

Method: The proposed study will be carried out by a committee of experts in cognitive science, developmental psychology, neuroscience, teaching and learning, literacy, and special education. The research to be reviewed will include advances in cognitive psychology, early childhood development, neurology, ethnography, and related fields. Promising methods for early identification of reading problems will be examined, as will the scientific bases and effectiveness of various educational and other interventions for particular groups of children, including those with cognitive or neurological deficiencies, those from impoverished or minority subcultures, and perhaps those with limited English proficiency.

Products: At the study s conclusion, the committee will issue a scholarly report identifying effective approaches to assessment, prevention, and intervention in a range of settings including schools, preschools, Head Start programs, child care centers, social service agencies, doctors offices, health care clinics, and the home. In addition, the committee intends to develop a series of concise publications tailored to specific audiences, and will explore the possibility of separately funded dissemination venues, including public television.

Competition 84.023V:
Research Institutes to Accelerate Learning for Children with Disabilities with Curricular and Instructional Innovations:
Grade 4–Grade 8

Grant Number: H023V70008

REACH: Research Institute to Accelerate Content Learning through High Support for Students with Disabilities in Grades 4-8

Project Director: Morocco, Catherine Cobb

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2002

Education Development Center, Inc.
Center for Family, School, and Community
55 Chapel Street
Newton, MA 02158-1060
(617)969-7100

Purpose: The Research Institute to Accelerate Content Learning through High Support for Students with Disabilities (REACH) is a collaborative project researching interventions that reflect high expectations, high content, and high support for students with disabilities. REACH will study complex interventions in standards-basedcurricula in mathematics, science, social studies, and language arts.

Method: Principal investigators will conduct research around issues of how interventions support students with disabilities, how they impact the learning of key concepts, and what professional supports for teachers are critical for successful curriculum implementation. Researchers in the project will design and pilot interventions, test their impact, and study the impact on student learning of varied implementation supports for teachers, helping to provide students with disabilities access to authentic tasks, strategies to meet the cognitive demands of the task, support for collaborative inquiry with peers, and opportunities for substantive conversations about "big ideas."

Products: REACH will develop a family of products to influence practice, including case studies of supported curriculum, and will disseminate findings and products within several national networks. With its community of researchers and educational leaders and its research program, REACH expects to accelerate content learning for students with disabilities and to contribute to their inclusion in standards-based reform.

Competition 84.024B: Model Demonstration Projects for Young Children with Disabilities

Grant Number: H024B30001

Early Childhood Collaborative Services Delivery Model

Project Director: BRUDER, MARY BETH

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

UNIVERSITY OF CONNECTICUT HEALTH CENTER
SCHOOL OF MEDICINE, PEDIATRICS
263 FARMINGTON AVENUE
FARMINGTON, CT 06032
(203)679-2221

Purpose: The development, implementation and evaluation of a collaborative early childhood intervention model within the local education agency of Hartford, Connecticut.

Products: In addition to validation and replication of the demonstration model, the program will facilitate an interagency task force to address issues related to identification and intervention of preschool children with disabilities. Training will be provided to systematically support incorporation of transdisciplinary intervention into existing services. Descriptions of project activities and findings will be disseminated at professional meetings and conferences, and brochures and training materials will be made available at cost for distribution.

Grant Number: H024B30012

Multiple Risk Associated with Prenatal HIV Exposure: an Interagency, Community-Focused Demonstration

Project Director: O DONNELL, KAREN

Beginning Date: Jul 1, 1993
Ending Date: Jul 1, 1998

DUKE UNIVERSITY MEDICAL CENTER
DEPARTMENT OF PEDIATRICS
BOX 3364, DUMC
DURHAM, NC 27710
(919)684-5513

Purpose: To present a model demonstration for the transition of developmental and family coordination and services from tertiary AIDS centers to communities.

Method: Direct services, including multi-and interdisciplinary assessments of infant development, family functioning, and family support needs, will be conducted through the Duke University clinic. Linkage to community services will be initiated immediately through existing community-based consortia. Education will also be provided to community providers to enable them to care for infants and families with HIV infection.

Products: The project aspires to accomplish integrated community care for the infant and family within one year after the initial referral to the Duke team. The project is also designed to be replicated in another tertiary care hospital in years 4 and 5. Findings will be disseminated to service providers through publications, conference presentations, and a program of inservice and preservice training sessions.

Grant Number: H024B30022

Individualized Support for Young Children with Severe Problems in Communication and Behavior

Project Director: DUNLAP, GLEN

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

UNIVERSITY OF SOUTH FLORIDA
FLORIDA MENTAL HEALTH INSTITUTE
4202 E. FOWLER AVENUE
TAMPA, FL 33620-8350
(813)974-4612

Purpose: The initiation, demonstration, evaluation, and replication of a model of individualized support for young children with severe disabilities of communication and behavioral adaptation.

Method: Four comprehensive resource and training centers will be developed as a framework for this project and future activities. The program will develop close relationships with children and families, conduct comprehensive assessments, provide information and training on an individual basis, and implement a home-and community-based curriculum of functional communication, social facilitation, cognitive stimulation, and skill development. Support will be provided to facilitate placement and adjustment in integrated preschool and daycare environments. Comprehensive evaluations will be conducted throughout the children s and families participation in order to demonstrate the efficacy of the program.

Products: The program expects to provide education and positive interventions in order to prevent the future occurrence of serious problem behaviors such as aggression, self-injury, and other disruptive responses that are deemed incompatible with integrated educational and community participation. Positive outcomes are expected in the areas of family functioning, communication, behavioral adaptation, school placement, and participation in typical community activities.

Grant Number: H024B30027

Project Unidos para el Bienestar de los Ninos y Su Familia (For the Well-Being of Children and Their Families)

Project Director: HANEY, MICHELLE

Beginning Date: Sep 1, 1993
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
OFFICE OF RESEARCH AND SPONSORED PROJECTS
18111NORDHOFF-RSCH
NORTHRIDGE, CA 91328-1277
(818)885-3874

Purpose: To develop and implement a culturally responsive, community-based model program of early identification, service coordination, and intervention for infants and toddlers with and at-risk for disabilities and their families in a low-income, Hispanic community.

Method: Project goals will be met through: provision of screening for and early identification of developmental problems at sites frequented by families in the target community; immediate and long-term follow-up for infants and toddlers identified as being at-risk for or having disabilities; supported referral and ongoing service coordination for identified families; and increasing and enhancing existing community resources for early intervention with an emphasis on inclusive and culturally responsive intervention resources. The project will also focus on developing and disseminating materials that reflect strategies for culturally responsive screening and assessment procedures, service coordination, and early intervention; careful evaluation, documentation, and dissemination of information regarding the effectiveness of various strategies developed through model program components; and development and dissemination of a manual documenting and describing effective model program components.

Products: The project s focus on the identification of family and community resources is expected to result in an increase of the availability of quality intervention services within the targeted community. Efforts at replicating the project in other communities in project years 4 and 5 will further impact services available. The project will also contribute to current knowledge and research by emphasizing the involvement of the targeted population in both the identification of needs and the development of programs to meet these needs.

Grant Number: H024B30048

Developmentally Appropriate Practices for Preschool Children with Disabilities

Project Director: MAHONEY, GERALD J.

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

CHILDREN' S HOSPITAL MEDICAL CENTER OF AKRON
FAMILY CHILD LEARNING CENTER
281 LOCUST STREET
AKRON, OH 44308

Purpose: To support a collaborative model and demonstration project involving the Family Child Learning Center, the Cuyahoga County Board of Mental Retardation and Developmental Disabilities, and Cuyahoga County Head Start Programs.

Method: Major project objectives include: 1) Development of procedures for adapting and modifying "developmentally appropriate practice" preschool curriculum models to the educational and developmental needs of children who are at-risk and children with disabilities; 2) development of a family service model to be implemented with Head Start and other community-based preschool programs; 3) demonstration and validation of procedures for adapting and modifying preschool curriculum models to meet the needs of children with disabilities and at-risk children; 4) demonstration and validation of a family service model to be compatible with family service provisions of P.L. 99-457; 5) provision of training and technical assistance to Head Start and other community-based preschool agencies; and 6) provision of training and technical assistance to Head Start and other community-based preschool agencies working with state agencies on procedures for implementing a family service model in early childhood programs.

Products: Practical results of the project will include the development of much-needed policies and procedures for Head Start early intervention to be based on validated developmentally appropriate programs. Technical assistance and inservice training will help establish these practices in field settings and create a body of personnel capable of meeting legally mandated family service needs. Empirical data gathered through the project will inform future research on validation of practical and effective early intervention practices.

Grant Number: H024B30051

Model Family Centered Program for HIV-Infected Children Birth-3

Project Director: WOODRUFF, GENEVA

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

FOUNDATION FOR CHILDREN WITH AIDS
1800 COLUMBUS AVENUE
ROXBURY, MA 02119

Purpose: To implement an intensive family-centered home and classroom program for HIV-infected children ages birth through 3 and their families.

Method: The following core services will be provided to the target population: identification of family service needs and priorities; assessment of children s developmental strengths and needs; development of a comprehensive Individualized Family Service Plan; home-based developmental intervention, family support and counseling; center-based parent-child groups, therapeutic intervention and respite care; medical, nutritional and health monitoring; parent education and support; movement/music therapy; referral and linkage to necessary services in the community; coordination of community services; advocacy; sibling support and referral; and family-centered volunteer services. Services will be provided through transdisciplinary and transagency models.

Products: Community agencies providing services to children and families will form a transagency team to collaborate and coordinate services provided to families. As a result of these and other linkages, services to children and families will be streamlined, efficient, and cost-effective, creating a seamless continuum of services. This model of transagency service coordination on the community agency level can be replicated in other communities.

Grant Number: H024B30060

Transitioning Young, Culturally Diverse Children with Disabilities into the General Education Setting

Project Director: HAGGART, ANN

Beginning Date: Oct 1, 1993
Ending Date: Sep 30, 1998

ANN G. HAGGART ASSOCIATES, INC.
PO BOX 130 219 DRAKESIDE RD
HAMPTON, NH 03842
(603)926-1316

Purpose: To develop, implement, evaluate, and disseminate new approaches to serving young, culturally diverse children with disabilities and their families within the context of typical settings.

Method: Utilizing transition "best practices" and current research on the process of at training cultural competence, preschool/kindergarten/grade 1 staff and parents from seven elementary schools and personnel from appropriate community agencies will be trained to provide, coordinate, and enhance the education of young, culturally diverse children with disabilities in the general education setting. Guidelines for developing and implementing family-focused individualized education plans in regular education classrooms will be developed through a collaborative effort of parents and community liaisons at the demonstration site. The project will also document barriers to collaborative efforts at including the target population and their families in regular classrooms. Following validation of the model at a demonstration site, findings will be extended for replication and implementation at three additional schools.

Products: Once validated at all four sites, the model will be disseminated through training materials, monographs, mailings, conference presentations and open house visits at demonstration sites. Anticipated contributions will include: documentation of the influence of staff training on the inclusion of culturally diverse children with disabilities; documentation of benefits of their participation in general education settings; and identification of optimal conditions for service delivery within a culturally diverse urban environment.

Grant Number: H024B40011

Building Inclusion in the Early Childhood Classroom Through the Use of Cultural Sensitivity and the Use of Assistive Technology

Project Director: GOLDBERG, PAULA

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

PACER CENTER, INC
4826 CHICAGO AVE. SO. HENNEPIN COUNTY
MINNEAPOLIS, MN 55417-1098
(612)827-2966

Purpose: To develop, implement, evaluate and disseminate a model for serving young children with disabilities that increases competencies of early childhood personnel to use assistive technology in order to facilitate the inclusion of children with disabilities.

Method: In the first of three project levels, staff will develop and conduct a model curriculum incorporating six instructional modules in an experiential format. Modules will include classroom activities using assistive technology, competitive and cooperative learning, and evaluating and appreciating each child s unique and diverse strengths and needs. Trainees will learn to use assistive technology, to evaluate computer software for cultural and disability bias, and to use assistive technology to foster inclusion of children with disabilities with their peers. Professionals will also learn about cultural factors that may influence a family s interest in assistive technology, and how to best involve family members in a child s learning activities. Family members trained during the first year will participate as trainers in succeeding years. In Project Level 2, participants will design a series of activities using computer software and other assistive technology available to them for a particular group of children in their program. Teams of participants will develop and present an orientation session for their colleagues and participating families on the value of assistive technology. Project staff will visit each site at least three times during the series of training sessions to provide technical assistance and to videotape activities for later discussion and evaluation. Project Level 3 will include the development of 1) a culturally sensitive brochure for families and team members about the usefulness of assistive technologies for learning and building self-esteem, 2) a 12-to 15-minute videotape that will illustrate how assistive technology can expand the world of young children with disabilities, and 3) materials describing the project for those interested in its replication.

Products: This project will result in increased access to assistive computer technology by culturally diverse and low-income families of children with disabilities, a new curriculum on using computer technology to foster inclusion for early childhood programs across the country, and families knowing more about their children s rights to assistive technology and about nationwide technological resources.

Grant Number: H024B40014

Beyond the Barriers: Enhancing Community Options for Families of Young Children

Project Director: NELSON, DEBRA

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

UNIVERSITY OF NEW HAMPSHIRE
INSTITUTE ON DISABILITY
OFFICE OF SPONSORED RESEARCH
107 SERVICE BUILDING, UNH
DURHAM, NH 03824-3585
(603)862-0550

Purpose: To explore and demonstrate new models addressing the needs of young children with disabilities and special health care needs and their families through community-initiated model demonstrations, a statewide technical assistance network and a series of public awareness activities.

Method: Staff will divide project focus between community-initiated model demonstrations and a capacity-building effort that will include a statewide technical assistance network and a series of educational, public awareness, and personnel development activities. The community-initiated model demonstrations will focus on exemplary practices and critical issues in early care and education, including 1) inclusion, 2) family-centered support, 3) health care services, 4) transition, 5) training and technical assistance, 6) collaboration, 7) eligibility, and 8) funding. Based on project priorities, at least three model demonstrations will be selected throughout New Hampshire during each of the first four project years. By Project Year 5, a model demonstration project will have been established in each of New Hampshire s ten counties, and one replication project will be established in a neighboring New England state. Each model demonstration project will include a regional resource team consisting of various stakeholders, who will identify key issues within that county on which their efforts will be focused. With technical assistance and financial support provided by project staff, each team will provide support to 25 families of young children with disabilities or special health care needs in one year to enhance their options for receiving services within their communities. In order to increase the availability of high quality, inclusive early care and education programs and services, the project will collaborate with key agencies, groups, and individuals to 1) increase the number of family members and providers who are skilled in exemplary, inclusive early care and education practices, and 2) create an ongoing technical assistance and support network of individuals who can support families and providers in their efforts to provide inclusive services. Key collaborators will include the Bureau of Special Medical Services, Head Start of New Hampshire, and other appropriate sources. The project will also adopt previously successful formats and offer a series of collaboratively-sponsored activities for various audiences.

Products: This project will result in enhanced public awareness and increased access to training and technical assistance, and an increased capacity for local communities throughout New Hampshire to offer inclusive early care and education for young children with disabilities or special health care needs and their families.

Grant Number: H024B40020

Building Community Resources Project

Project Director: DUNST, CARL

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1999

ALLEGHENY-SINGER RESEARCH INSTITUTE
OFFICE OF RESOURCE DEVELOPMENT
320 EAST NORTH AVENUE
PITTSBURGH, PA 15212
(412)359-1600

Purpose: To promote the mobilization and integration of community resources and early intervention services to meet inclusion needs of young children with disabilities and their families.

Method: The focus of this model-demonstration project will be the collaborative identification of needs jointly done between families, demonstration project staff, early intervention practitioners, and community representatives functioning as partners. During the initial assessment phase of this project, staff will identify the needs of all families of young children in the community. The five assessment methods to be used will include social indicators, community forum, social survey, resource recipient, and key informant approaches. In the explanatory analysis phase, staff will study whether the relationships between organizations impede the flow or development of resources to children and families. Project staff will then develop and use a capacity inventory for identifying strengths of community programs and organizations that lead practitioners and program builders to recognize their assets and meaningful contributions to meeting child and family needs. Once strengths have been identified, possible barriers to services will be studied by project staff. The next component s activities will promote early intervention program staff utilization of community resources as a way of meeting inclusion goals. Staff will develop strategies for inclusion of community programs and organizations as sources of support and resources for meeting child and family needs. Further activities will include practitioners participation in community resource mapping strategies and the development of mini-teams of stakeholders. These mini-teams will develop procedures and strategies that aim to meet inclusion goals in all aspects of early intervention practices.

Products: This project will result in increased awareness, use and availability of community resources to children with disabilities and their families, and increased use of community resources mapping and capacity inventories for promoting use of community resources and building community capacity.

Grant Number: H024B40027

Project Interact: Interventions for Infants with Visual Impairments/Multiple Disabilities and Their Families

Project Director: CHEN, DEBORAH

Beginning Date: Sep 1, 1994
Ending Date: Aug 30, 1999

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE
DEPARTMENT OF SPECIAL EDUCATION
18111 NORDHOFF ST.
NORTHRIDGE, CA 91330
(818)885-4974

Purpose: To develop an effective family-centered model of service delivery which 1) meets intervention needs of infants and toddlers with multiple disabilities and visual impairments, 2) supports caregiving priorities and values, 3) facilitates mutually enjoyable infant- caregiver interactions in natural environments, and 4) builds family, professional and transdisciplinary collaboration in planning and implementing intervention strategies.

Method: First, infants with multiple disabilities and visual impairments including those who are deaf-blind will be identified. Next, their early interventionists (EI) and primary caregivers will participate in intervention activities as EI-caregiver teams. After refining interaction skills with infants through project training, teams will identify and promote appropriate contingent responses to infant behaviors which will in turn motivate infant learning and expression as well as infant/caregiver bonding. The context for interventions will include daily routines set in natural environments such as the child s home. Videotaped interactions between infants and their caregivers will be used to identify infant communications and ways to support them, provide opportunities for reflection and self observation by caregivers and EI, and develop and evaluate intervention strategies. Individualized contingency games will be developed for each participating infant and caregiver to allow for differences in degree of disability, cultural and linguistic background, and individual personality and interests. EI-caregiver teams will then implement intervention plans to assist them in 1) identifying effective interaction patterns, 2) identifying infant competencies, 3) demonstrating ways to encourage infant responsiveness and mutual attention, and 4) providing positive feedback to the caregiver regarding mutually enjoyable exchanges. Participating members of relevant disciplines will review videotaped examples of these contingency games to provide feedback from the perspective of their own disciplines and a broader interpretation of the meaning of an infant s behaviors.

Products: This project will result in a refinement of early interventionists skills in helping caregivers develop mutually enjoyable interactions with their infants, a model for field-based program development and networking among programs, a protocol on infant interaction and an intervention guide and video for developing and implementing contingency games.

Grant Number: H024B40033

Building Community Supports: a Family-Centered Preschool

Project Director: KACZMAREK, LOUISE

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

UNIVERSITY OF PITTSBURGH
OFFICE OF RESEARCH
350 THACKERAY HALL
PITTSBURGH, PA 15260
(412)624-0921

Purpose: To develop a model of service delivery that offers families a wide range of supports based on their own identification of concerns, resources, and priorities in the development of an individualized family service plan (IFSP).

Method: Project staff will develop a model of service delivery in collaboration with various agencies offering families a wide range of supports based on their own development of an IFSP. Supports will include 1) expansion of the family s informal social support network within their own cultural communities, 2) increased access to existing community resources, 3) development of support networks among participating families, 4) development of 10 parent-to-parent education modules emphasizing community and family integration, 4) increasing readability of previously published materials accessible from special resource and public libraries, and 5) improving the integration of family support and classroom programs. Training modules will emphasize family and community inclusion at the preschool age level, utilizing a format that will guide family support volunteers or family consultants in assisting another family explore specific issues. The family consultant will be a parent of a child with a disability who coordinates and facilitates the establishment of formal and informal family support networks and maintains a close liaison with the classroom program and staff. A family support volunteer will be a family member of a participating child who provides general or specific support to another participating family from their own ethnic or racial community. This project will also focus on the development of effective strategies for transitioning preschool programs from traditional models to a family-centered approach.

Products: This project will result in a model for a family-centeredpreschool program, statewide efforts to become increasingly family-centered, and in more culturally sensitive family services to preschoolers with disabilities. Effective strategies for transitioning preschool programs from transitional models to more family-centered approaches will also be developed.

Grant Number: H024B40054

Using Innovative Technologies with Children with Disabilities in Developmentally Appropriate Practice Preschool Programs

Project Director: MAHONEY, GERALD

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

CHILDREN' S HOSPITAL MEDICAL CENTER OF AKRON
FAMILY CHILD LEARNING CENTER
ONE PERKINS SQUARE
AKRON, OH 44308
(216)633-2055

Purpose: To develop, validate, and implement two instructional modules ensuring effective use of assistive technology for preschool-aged children with disabilities.

Method: The first of two modules produced by this project will include guidelines and procedures required for integrating assistive technology into Developmentally Appropriate Practice Curricula (DAPC) for preschool-aged children with disabilities. The teacher s guide will address five identified impediments to teachers using technology in preschool classrooms. Component One includes an updated listing of augmentative communication, computer access devices, and computer software programs catalogued according to minimum abilities required to use these devices, and the range of skills for which these devices would be appropriate. Component 2 will help teachers determine how effectively children are using assistive devices through a rating scale classifying children s levels of involvement with assistive technology. Component 3 will cross-list software programs and augmentative communication devices according to specific types of skills these devices encourage or promote. Component 4 will help teachers integrate assistive technology into DAPC, including suggestions for common DAPC activities and routines. Recommended classroom schedules will be generated to maximize children s opportunities to use technologies during the daily routine. Component 5 will include 5 to 10 examples of Individualized Educational Plans (IEPs) to illustrate the recommendation of assistive technology and criteria for evaluating effectiveness. Module 2 will include guidelines and procedures for helping parents integrate assistive technology into children s natural, home environments. This parents guide will include four components that 1) introduce parents to augmentative communication and assistive technology, 2) instruct parents in how to use assistive technology, 3) collaborate with parents to develop a plan for integrating assistive technology into the home environment, and 4) provide funding sources for assistive technology and augmentation.

Products: This project will result in guidelines for integrating assistive technology into DAPC and the home environment, and in data examining the impact of assistive technology on the level of engagement of children with disabilities in developmentally appropriate activities at home and in regular preschool settings.

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Grant Number: H024B40059

Integration Daily Activities

Project Director: ROBINSON, CORDELIA

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER
JFK CENTER FOR DEVELOPMENTAL DISABILITIES
4200 EAST 9TH AVENUE
DENVER, CO 80262
(303)270-7224

Purpose: To develop, pilot, and disseminate a functionally-oriented, parent-directed, outcome-based model for the delivery of early intervention services to infants and toddlers with significant disabilities in natural settings.

Method: Staff will develop a trans-disciplinary model of early childhood intervention which includes parents as equal partners in the assessment and intervention of infants and toddlers with low incidence disabilities in their homes and child care settings. The first of five training components will cover 1) partnerships with families in delivering services to infants and toddlers, 2) how to include families in planning for their child, and 3) how the family s culture and background may influence their relationships with professionals and with their children. This first training phase will also study transagency service coordination. Phase 2 of training will review the development of parent to parent support resources within community health centers through studying needs of parents with young children with disabilities. Phase 3 will concern the development of transdisciplinary teams and principals function focused assessments and interventions. In this phase, trainees will study different models of team functioning, the roles of different disciplines, and challenges facing transagency teams. Phase 4 training will include the development of interagency collaboration between primary health care systems and community agencies. Training during this phase will provide understanding of basic differences between primary health case systems and community agencies which can be barriers, and will provide an understanding of techniques for development of interagency collaboration. Phase 5 will conclude training with a review of natural supports and community-based services emphasizing inclusion. This final phase will look at how communities can be changed to provide opportunities and options for everyone, and how services can be delivered to infants and toddlers and their families in ways that support both integration and family life.

Products: As a result of this project, children will show progress in developmental and functional goals, and families of children who receive these services will demonstrate 1) high levels of self- perceived competence as equal and contributing team members and 2) daily and weekly schedules more conducive to quality family time.

Grant Number: H024B40064

Developmentally Appropriate Play-Based Early Intervention/Education for Young Children with Disabilities

Project Director: HANLINE, MARY FRANCES

Beginning Date: Aug 1, 1994
Ending Date: Jul 31, 1999

FLORIDA STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION
109 MORGAN BUILDING
OFFICE OF RESEARCH
TALLAHASSEE, FL 32306-3067
(904)644-4880

Purpose: To implement and evaluate a developmentally appropriate play-based early intervention/education model for toddlers and preschoolers with a variety of disabilities in a community child care program.

Method: This model involves four major components: 1) the arrangement of the physical environment to promote learning within the context of play, 2) a daily schedule that allows children adequate time to learn through play, 3) the role of adults, and 4) adaptations and accommodations for children with disabilities. The physical environment will be arranged into activity areas including blocks, readiness and small muscle development, and music or movement, and will be designed to enhance young children s play, encourage and support peer social interactions, and promote appropriate adult-child interactions. The daily schedule will be structured to allow time to promote children s learning within play. Each toddler will be developmentally placed in a play group of six children, and preschool children will be placed in groups of ten, including those children with disabilities. Play groups will rotate between activity centers throughout the day, meeting for meals to provide a family atmosphere. Participating teachers will structure the environment to allow children to learn through active exploration and interaction with adults, other children, and materials. While the majority of adult- child interactions will be one-on-one, adults will help develop group participation skills when group activities do occur. While the children play, adults will follow the child s leads and interests, though the adults may need to play with the children to model new play ideas and redirect their behavior. The play opportunities with which each child is provided will guide the children toward their optimal developmental levels.

Products: This project will result in a model for implementing developmentally appropriate practice (DAP) play-based early intervention/education, evaluation data that will be translated into practical application for professionals and paraprofessionals in relevant disciplines, and in a videotape, accompanying user s manual, and a manual describing the major program components.

Grant Number: H024B50017

A Family Centered NICU Model

Project Director: SINGER, GEORGE

Beginning Date: Oct 1, 1995
Ending Date: Dec 25, 1999

TRUSTEES OF DARTMOUTH COLLEGE
NH UNIVERSITY AFFILIATED PROGRAMS
6210 RAVEN HOUSE
HANOVER, NH 03755
(603)650-8987

Purpose: To establish a model family-centered neonatal intensive care unit and to disseminate the model nationally through manuals, video tapes, and journal publications.

Method: Components of the model will include the following: 1) family partnership in governance; 2) parent to parent support; 3) family-centered staff training; 4) community linkage to local physicians, hospitals, and early intervention programs; 5) family-centered information systems; 6) partnerships in decision making; 7) family psychosocial supports; and 8) family-centered follow-up services. Model components have been identified through a needs survey and interviews conducted with parents who have been served through the NICU, consultations with neonatology staff, and a review of current literature. A randomized group comparison design study will be conducted to assess the efficacy of the interventions on measures of infant development, parental emotional and psychological status, family needs, and social support. A follow-up study will evaluate the impact of these practices over time. A qualitative evaluation will describe the processes of implementing the model and the impact of model components that cannot be evaluated experimentally.

Products: Dissemination of project activities and findings will include a quarterly project newsletter, videotapes illustrating model components, publication of results in professional journals, and a book on creating a family-centered NICU. Replication of the model at other NICUs will include local replication plans, technical assistance, and funding support.

Grant Number: H024B50020

Supporting Neurobehavioral Organizational Development in Infants with Disabilities: the Neurobehavioral Curriculum for Early Intervention

Project Director: NISSING, MARGARET

Beginning Date: Oct 1, 1995
Ending Date: Dec 25, 1999

WASHINGTON RESEARCH INSTITUTE
150 NICKERSON ST, SUITE 305
SEATTLE, WA 91809
(206)643-7442

Purpose: To develop, field test, and evaluate an innovative curriculum which will assist early intervention professionals, parents, and early intervention paraprofessionals to recognize and support the neurobehavioral organization of infants with severe disabilities.

Method: The proposed curriculum will consist of three major components: 1) Neurobehavioral Strategies for Intervention to assist intervention professionals in supporting the neurobehavioral organization of infants during assessment, intervention and caregiving sessions; 2) Neurobehavioral Facilitation Guide for Parents, which will assist early intervention professionals in training parents to observe, interpret and support the neurobehavioral organization of their infants; 3) Neurobehavioral Instructional Guide for Paraprofessionals to better support the neurobehavioral organization of infants during their daily interactions with infants and their families. Project staff will develop these curriculum materials, implement and evaluate them, disseminate them, and replicate them.

Products: The result will be a comprehensive neurobehavioral curriculum supporting the neurobehavioral organizational capacity of the infant born with very low birthweight or severe disabilities. The proposed curriculum will be referenced to the Infant Behavioral Assessment tool and should result in the formation of a neurobehavioral assessment/curriculum system for early childhood special education. Research articles, articles for practitioners, and presentations at professional meetings are planned to help disseminate the finished product.

Grant Number: H024B50029

Project Kako'o

Project Director: JOHNSON, JEAN

Beginning Date:.Oct 1, 1995
Ending Date: Dec 25, 1999

HAWAII DEPARTMENT OF HEALTH
FAMILY HEALTH SERVICES DIVISION
PO BOX 3378
HONOLULU, HI 96801-3378
(808)942-8223

Purpose: To provide supportive parenting assistance to parents with cognitive disabilities who have infants and toddlers.

Method: Family members who meet eligibility criteria and request assistance will work with their care coordinator to identify their resources, priorities, and concerns. To assist in this process, the care coordinator will review the family s daily routines, identifying areas that are working well as well as areas where assistance is needed (such as providing nutritional meals, transportation to infant development program sites, providing appropriate developmental activities at home, and home safety). Any newly identified resource, priority, or concern will be added to the current IFSP and a decision will be made as to the most appropriate parent training/support needed and how it would be best implemented. The care coordinator will then contact the program for possible parent coaches and programs that have expressed a willingness to serve. Parent coaches will support parents acquisition of new skills through parent training, counseling, and support of parent attendance at community-based programs. Additional resources to be developed will include visual aids designed to pictorially illustrate how parents can carry out key responsibilities. Further training will include community service providers as well.

Products: Through the provision of additional support services to parents with cognitive disabilities, a mechanism for the primary prevention of mental retardation, child abuse, and neglect in this population will be institutionalized. The project will incorporate previous research findings to create a culturally sensitive, community-based, family- centered system of services to empower these families to more fully meet the needs of their children. Information and articles regarding the project will be disseminated regularly to state and local publications. The Hawaii University Affiliated Programs dissemination network will be utilized to provide project information throughout the Pacific Basin. Presentations will be made to a number of major state and national gatherings.

Grant Number: H024B50035

The RIDE Project: Reaching Individuals with Disabilities Early

Project Director: KAISER, DENISE

Beginning Date: Jul 1, 1995
Ending Date: Dec 25, 1999

OHIO VALLEY EDUCATIONAL COOPERATIVE
205 PARKER DRIVE
LAGRANGE, KY 40031

Purpose: To 1) enhance child find efforts for three-and four-year-oldchildren with disabilities in order to provide early intervention services and 2) to help meet the assistive technology needs of three- to eight-year-old children with disabilities, in order to improve their integration into regular classroom and family settings.

Method: This model will demonstrate a regional collaborative approach to addressing child find and assistive technology barriers currently common in rural areas. A strong rural outreach and on-site support system will be provided to 12 elementary schools and their communities in six Ohio Valley school districts. Project staff will utilize a mobile unit equipped with diagnostic screening and assessment materials as well as a wide array of assistive technology equipment to provide outreach services in the community, the home, and the school. Additional strategies for on-site support will include the following: a child find awareness campaign (including the production and dissemination of a video and child find information packets). teacher and parent training sessions in assistive technology; a quarterly parent and teacher newsletter and resource directory about assistive technology; videotaping of individual children s use of assistive technology for parents viewing; and services for occupational therapy, physical therapy, and technology support.

Products: The child find component of the project is expected to yield increases in referrals, family participation in registration and screenings, and numbers of children receiving screenings and referrals early in life. The assistive technology component of the project is expected to yield increases in teacher knowledge, classroom use of assistive technology, parent interest in home use of assistive technology, and numbers of families accessing financial assistance for assistive technology.

Grant Number: H024B50046

Project Child Care 2000: Enhanced Child Care Resource and Referral Services for Children with Low-Incidence Disabilities

Project Director: SHEAFFER, KAREN

Beginning Date: May 1, 1995
Ending Date: Dec 25, 1999

COMMONWEALTH OF MASSACHUSETTS
OFFICE FOR CHILDREN
ONE ASHBURTON PLACE ROOM 1111
BOSTON, MA 02108
(617)727-8900

Purpose: To develop, implement, evaluate, and disseminate an enhanced child care resource and referral service for children with disabilities and their families.

Method: Using an enhanced child care database, parent counseling, individualized technical assistance, and consultation linking experts in disabilities to service providers, this project will meet the unique child care needs of young children with disabilities in Massachusetts. During Years One and Two, two demonstration sites will develop, implement and evaluate systems to refer families to child care providers who are able to administer medication, provide site modification, access special equipment, and other accommodations to meet individual requirements for assistance in communication, mobility, behavior management or other special needs. Families wishing to use this service will go through new intake procedures to gather further information about children s strengths, needs and disabilities. Followup services after parents select child care will include facilitating a team approach for those working with the child. During Stage Two, the project staff will produce, pilot, and evaluate training modules for replication of the model to all state funded child care resource and referral agencies in Massachusetts. In Years Four and Five these agencies will replicate the demonstration project. OUTCOMES: As a result of this project, CCR&R projects in Massachusetts will become uniquely situated to help families searching for inclusive child care for children with low incidence disabilities. Fully developed enhanced procedures for providing referrals, parent counseling, coordination of support services, and training and technical assistance for providers will be published and disseminated to all Massachusetts CCR&Rs. Project staff will also provide direct training and technical assistance to participating agencies.

Grant Number: H024B50051

Let's Play! Project

Project Director: LANE, SHELLY

Beginning Date: Jun 1, 1995
Ending Date: May 31, 1999

STATE UNIVERSITY OF NEW YORK AT BUFFALO
SPONSORED PROGRAMS ADMINISTRATION
THE UB COMMONS
52O LEE ENTRANCE, SUITE 211
AMHERST, NY 14228
(716)829-3141

Purpose: To develop, implement, evaluate and replicate a demonstration model to enhance the ability of infants and toddlers with significant disabilities to play as independently as possible.

Method: The proposed project is designed to begin the unraveling of the "how to s" in the application of low-tech assistive technology to the birth to three year old population of children with disabilities, in their natural environment. It is also designed to produce data pertaining to the details of toy and switch adaptations most attractive to this population. Project strategies will include the following: 1) assessment, choice of adaptations, and implementation of the play plan will be family-directed; 2) play will be the focus of the intervention; 3) the selection of low-tech assistive technology will be the critical intervention tool used in the facilitation of play and development; 4) these concepts will be extended into natural environments; and 5) a Toy and Assistive Technology Lending Library will ensure that families have immediate access to appropriate toy and play adaptations. Activities during Year 1 will focus on recruitment of participants, piloting assessment and reporting procedures, and identifying items for the Toy and Assistive Technology Lending Library. In Years 2 and 3, there will be ongoing play assessment, intervention and follow-up. By the end of the third year, an effective model will be working, resulting in positive child and family outcomes. Replication sites will be supported by the development of procedural guides.

Products: In addition to the intervention tool and lending library, dissemination will be conducted through articles in professional journals, presentations at conferences, electronic notices on telecommunications networks, training workshops, and newsletters to families and professionals. Five manuals reflecting project findings will be developed to provide information on various aspects of the model and to facilitate replication.

Grant Number: H024B50055

Project SELF (Supports for Early Learning Foundation)

Project Director: DOMINGUEZ, MAEVE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF NEW MEXICO
TRAINING AND TECHNICAL ASSISTANCE UNIT
SCHOOL OF MEDICINE
ALBUQUERQUE, NM 87131-5020
(505)843-2941

Purpose: To develop an innovative, transdisciplinary model of assessment and intervention which focuses on the qualitative aspects of child's performance and identifies supports necessary for early learning.

Method: Project SELF will develop, implement, evaluate and replicate the following three major model components: 1) SELF observation tool for interventionists and families to use in identifying a child's current strategies for self-regulation and efficient adaptive response and his preferences for adapting these strategies to the social and physical requirements in his environments which also takes into consideration the effects of temperament and neurophysiological functions; 2) SELF strategies curriculum/menu that identifies strategies for self- regulation used by normally developing young children at specific ages given specific environmental expectations and requirements and methods for supporting strategies in young children with or at risk for developmental disabilities; and 3) SELF interactive multimedia training package providing instruction and practice in the use of the SELF observation tool and the SELF strategies curriculum. Development and implementation of the model will take place within an early intervention program serving young children with developmental disabilities in inclusive settings at three sites in New Mexico. Implementation of model components and training will also be provided to specific infant/toddler programs targeting children with low incidence disabilities in New Mexico.

Products: Dissemination products will include a project brochure, information flyers (in separate editions for families, early interventionists, agencies). and the three major components of the SELF model. Proposals to national and local conferences and submission of articles to journals serving early intervention personnel at state and national levels will further support the program s goal of national impact.

Grant Number: H024B50064

The Early Childhood Interactive Technology Literacy Curriculum Project

Project Director: HUTINGER, PATRICIA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

WESTERN ILLINOIS UNIVERSITY
MACOMB, IL 61455
(309)298-1634

Purpose: To develop and demonstrate a developmentally appropriate Interactive Technology Literacy Curriculum (ITLC) component for programs that serve young children with disabilities.

Method: The ITLC will be based on the integration of a contemporary emergent literacy approach with successful assistive technology experiences for young children. Software will be selected according to an analysis of its quality and interactivity levels, appropriateness, and appeal to children. The ITLC will be organized into three sections to include activities designed for 1) interactive commercial software; 2) interactive software produced by model classrooms using a hypermedia software authoring system; and 3) tool function software such as graphics and story-making. Each section of the curriculum will contain on-computer and off-computeractivities. Content will emphasize naturally occurring events in children s lives. A variety of additional materials to be used will include peripherals, books, paper, crayons, paint, and dramatic play props. Children with mild to moderate disabilities will be targeted in the first program year, with increasing numbers of children with severe disabilities added in the second and succeeding years. Program evaluation data will include direct observation records, videotapes, individual child portfolios, and informal assessment measures to determine child, family, and staff outcomes.

Products: Benefits are expected to include positive effects on the emergent literacy knowledge and abilities of participating children, an area where children with disabilities often demonstrate critical delays which impair their ability to work in inclusive settings. Families will be involved on several levels according to their wishes and values. Project products will include the curriculum, manuals for early childhood staff and families, videotapes and computer software.

Grant Number: H024B60010

Developmental Access through Primary Care: The DAP Care Model

Project Director: POKORNI, JUDITH

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

GEORGETOWN UNIVERSITY
CHILD DEVELOPMENT CENTER
3307 M STREET NW SUITE 401
WASHINGTON, DC 20007
(202)687-8855

Purpose: The Developmental Access through Primary (DAP) Care uses primary health care as the springboard for a system designed to mediate the negative impact of poverty on young children with developmental disabilities. The DAP Care Model Demonstration Project will build on existing approaches to mental health services to create an effective system for serving young children with disabilities living in impoverished communities.

Method: The project will use a community-based primary health care setting for screening and referral for further evaluation for disabilities. It will develop and implement an effective and culturally competent family advocacy training component for low-income families; it will identify, recruit, and train a cadre of family and community leaders to participate in educational and recreational programs as a resource base for targeted children; and it will develop and implement a consultation component to increase the capacity of local service agencies to provide a continuum of intervention services in the natural environment for the young child with disabilities.

Products: Through the development of a Community Infrastructure needs Assessment program, which will help identify a wide range of informal and formal supports for young children with disabilities, the base of support within the community will be expanded. A system of community-based health care providers will be developed that will screen all young children from Medicaid-eligible families for disabilities; a family advocacy component will support families by providing or referring them to needed services in the community; and a community service consultation component will increase the capacity of local service agencies to provide intervention services. The development of educational and recreational programs will create activities for children and families. The DAP Care Model can be replicated in other sites throughout the country and the results of the project disseminated to a wide range of audiences.

Grant Number: H024B60015

Functional Problem Solving Skills for Children with Pervasive Developmental Disorders

Project Director: ROWLAND, CHARITY

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

WASHINGTON STATE UNIVERSITY
WSU VANCOUVER
NEILL HALL ROOM 421
PULLMAN, WA 99164-3140
(503)232-9154

Purpose: To examine the cognitive development of children with Pervasive Developmental Disorders (PDD) as demonstrated through their relationships with objects and to develop instructional strategies for encouraging the development of functional interactions with the physical environment.

Method: This project will extend research and demonstration efforts of the "Hands On" Project (to conclude in September, 1996) to examine similar issues of cognitive development in children with deaf-blindness. Through this project, assessment and intervention strategies have been developed to help children who lack verbal skills and who are unable to process visual or auditory information to learn the problem solving skills necessary to function effectively and independently as they negotiate the physical environment. Instructional strategies will provide children with (a) generic skills that are necessary to solve problems that arise in the physical environment, (b) the motivation to attempt to solve problems as they arise, and (c) systematic problem solving experiences in a variety of generalization settings. These assessments and instructional techniques will be adapted to help teachers and parents address cognitive skill development in young children with PDD.

Products: Training and assessment materials will be revised as needed prior to publication. A data-based technical article will be published summarizing major findings of the project, and final products will be reproduced in limited quantities and made available to interested organizations, professionals, families, and other funded projects.

Grant Number: H024B60027

Development, Testing, and Dissemination of Nonaversive Techniques for Working with Children with Autism: Demonstration of a "Best Practices" Model for Parents and Teachers

Project Director: VOLMER, LORNA

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

HEARTLAND AREA EDUCATION AGENCY
DIVISION OF SPECIAL EDUCATION
6500 CORPORATE DRIVE
JOHNSTON, IA 50131-1603
(515)270-1603

Purpose: To develop, implement, evaluate, and disseminate approaches to prepare teachers and parents to intervene and teach children with autism.

Method: The demonstration model proposed incorporates procedures to assess project effects on a variety of outcome measures used in published research on young children with autism. Major goals of the project are to (a) develop a model program to train parents and educators in proactive strategies using both antecedents and consequences for teaching young children with autism; (b) field test the effects of the training program and evaluate changes in students outcomes as a function of enhanced skills of classroom personnel obtained during training; and (c) disseminate inservice preparation training materials regionally. These materials will be developed and field tested in the first year of the project. Years Two and Three present the potential for training over 100 professionals in Iowa through summer training institutes.

Products: Results of the project will be submitted for publication in professional journals of national organizations, and will also be disseminated through workshops held at state, regional, and national conferences. The training module will be validated using formative and summative evaluation, compared against previously published research that fails to account for regression effects and measurement error.

Grant Number: H024B60032

Project TIES: Towards Inclusion in Early Education

Project Director: PEARL, LYNDA

Beginning Date: Dec 15, 1996
Ending Date: Dec 14, 1999

EAST TENNESSEE STATE UNIVERSITY
CENTER FOR EARLY CHILDHOOD
BOX 70434
JOHNSON CITY, TN 37614
(423)929-5849

Purpose: The proposed TIES project will develop a model demonstration project for in-service training that will follow the curricular framework developed by NAEYC and will focus on interdisciplinary training for paraprofessional child care providers and early childhood educators to include young children in rural areas with disabilities in typical child care settings.

Method: The TIES model is a trainer-of-trainers model for professionals who will be presenting in-service training to paraprofessional child care providers. Eight training modules will be developed by an interdisciplinary team of trainers to provide trainees successively more sophisticated information and strategies related to inclusion.

Products: Child care providers and trainers will increase their knowledge regarding the different types of disabilities displayed by children enrolling in their programs and better understand the children s special needs, which will allow them to: provide developmentally appropriate programs for integrating those children into a typical child care setting; build a foundation for understanding and measuring delayed and different development; provide a safer environment for the children; plan, organize, implement, and evaluate inclusive programs; better understand family and cultural concerns to interact with families and staff and work cooperatively with related service specialists.

Grant Number: H024B60034

Building Language and Literacy Skills during the Early Childhood Years: Preparing Children with Disabilities for Success in Early Elementary School

Project Director: van den Pol, Richard

Beginning Date: Sep 1, 1996
Ending Date: Dec 26, 1999

UNIVERSITY OF MONTANA
DIVISION OF EDUCATIONAL RESEARCH AND SERVICE
SCHOOL OF EDUCATION OF MONTANA
MISSOULA, MT 59812
(406)243-5344

Purpose: To develop a model for fostering emerging literacy skills in young children with disabilities.

Method: This model will feature developmentally appropriate and culturally sensitive play, storytelling, and reading materials, with family support provided to encourage involvement in the early literacy activities of their children. Students currently served in the proposed sites come from primarily Native American and Anglo-European backgrounds, with staff reflecting these two cultures. The CO-TEACHPreschool at the University of Montana will serve as the first fully- integrated preschool program, with the other at the Cherry Valley Elementary School in Polson, Montana on the Flathead Indian Reservation. Early childhood special education, Head Start, kindergarten, and first-and second-grade classrooms will serve as demonstration settings at this latter site. Further community involvement will be secured through cooperation with speech and language resource programs operated by the Confederated Salish- Kootenai Tribes on the reservation. After the development of appropriate support media and materials, data will be gathered on (1) child progress in language and literacy acquisition, (2) family involvement and satisfaction, (3) teacher judgment of the propriety and ease of use of early literacy activities and materials, and (4) attainment of project goals and objectives.

Products: This project will result in a model for fostering early language and literacy skills in young children with disabilities which will have been field-tested, refined, and replicated. This model will be fam-

ily-centered, culturally sensitive, and developmentally appropriate. Media and print materials supporting model implementation in a variety of settings will be made available as well.

Grant Number: H024B60042

Project ACCESS: A Model for Capitated Early Intervention Transdisciplinary Habilitative Services

Project Director: Robinson, Cordelia C.

Beginning Date: Sep 1, 1996
Ending Date: Dec 25, 1999

CHILDREN S HOSPITAL OF DENVER
1056 E. 19TH AVENUE, B065
DENVER, CO 80218

Purpose: To develop, implement and evaluate a model that delivers coordinated transdisciplinary, early intervention, habilitative services, and service coordination within a capitated early intervention habilitation program.

Method: The proposed system will be designed to hold providers accountable for integrating their interventions across disciplines (PT, OT, Speech) and settings (home, school, and recreation) around functional outcomes and health promotion. In this program the transdisciplinary habilitation team will operate under a capitated rate. Within that rate teams will have flexibility to design and implement services using instructional and consultative strategies which have been shown to be more effective and more compatible with family preferences, but which have not been reimbursable under fee-for-service Medicaid. Colorado Access will contract with the Children s Hospital of Denver and the University Affiliated Program of the University of Colorado Health Sciences Center to provide rehabilitation and therapy services on a capitated basis to eligible children and families.

Products: This project will provide data on the quality and effectiveness of care, integration of services, child outcomes, family satisfaction and costs under a capitated (compared to a fee-for-services) model of early intervention services. Project products will include documentation of standards of care, quality assurance criteria for all program components and documentation of processes for staff shifting focus to the capitated model.

Grant Number: H024B60056

Model Demonstration Project for Young Children with Disabilities

Project Director: HERWIG, JULIA

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 2001

CESA 5 THE PORTAGE PROJECT
626 EAST SLIFER STREET
PORTAGE, WI 53901

Purpose: To develop an interactional model for change that will increase the use of family-centered practices with the families of children with disabilities from birth through three years.

Method: The project will provide mentors to meet with service providers on a bimonthly basis over a three year period. Each provider will commit to spending at least 8 hours per month with a mentor, participating in both group and individual sessions involving reflection and dialogue around developed case scenarios, as well as case presentations from individual staff members describing issues they currently face in their work. The mentor will foster reflection and inquiry by the group, guide dialogue, and challenge existing mental models by filtering the issues through a broad range of interdisciplinary approaches. Specific training content will include but not be limited to: family systems theory, attachment theory, infant mental health literature, cross-cultural studies, protective factors, resiliency, coping, caregiver-childinteraction literature, relationship-based intervention and social support theory. The project will be implemented in three distinctly different service settings in South Central Wisconsin to determine if the interactive model of support for change will be applicable to a variety of program designs. An individual program plan will be developed from questionnaires, interviews and staff dialogue. Plans will be updated at least yearly.

Products: This project will bring about interventionist change in attitudes, skills, and knowledge that foster increased use of family-centered practices, as well as change in families perception of control and self-efficacy related to their caregiving capacity and their child s growth and development. Products and information will be developed that describe and support a process of professional change impacting the implementation of family-centered practices.

Grant Number: H024B60061

A Training and Consultation System for the Long-Distance Delivery of Family-Based Intensive Early Intervention to Young Children with Autism

Project Director: RISLEY, TODD

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 2001

UNIVERSITY OF ALASKA ANCHORAGE
CENTER FOR HUMAN DEVELOPMENT
2330 NICHOLS STREET
ANCHORAGE, AK 99508
(907)272-8270

Purpose: To develop a training and consultation system for the long-distance delivery of family-based intensive early intervention to young children with autism that can be implemented in rural areas of Alaska and other states.

Method: The goal of developing a system for long-distance delivery and training will be accomplished through the development of: comprehensive, exportable training manuals and videotapes for families, team leaders and volunteers; procedures for supporting local teams; a monitoring and tracking system; and instructional materials for other consultants. Year One of the project will be devoted to developing comprehensive training materials that may be used with or without the presence of a consultant or professional. In Years 2 and 3 the efficiency of the training and consultation system will be tested and routinely evaluated with four rural families in Alaska. If funding continues, Years 4 and 5 will be devoted to field tests with remote families in Montana and Idaho, in coordination with Montana and Idaho University Affiliated Programs.

Products: The end result of this project will be a system that will increase the availability of family-based IEI to young children with autism, regardless of their geographic locations. Dissemination of program activities will involve technical assistance, consultations, referrals, and word-of-mouth through other service providers. Project findings will be disseminated through publications, workshops, progress reports, and a Web page. The third level of dissemination will involve training in the training and consultation system of long-distance service delivery, potentially providing local school districts with the ability to deliver and adaptation of the in-home support system for about $12,000 per year.

Grant Number: H024B70021

Interagency Planning and Support Project

Project Director: Campeau, Darlene M.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Allegheny University of the Health Sciences
Child and Family Studies Program
320 East North Avenue
Pittsburgh, PA 15212
(412)359-1529

Purpose: This project will demonstrate a process for developing and delivering comprehensive, integrated educational and human service supports to young children with identified disabilities and their families at the local level.

Method: Emanating from a pilot initiative, the project will provide technical assistance to promote the adoption of the Interagency Planning and Support Model in one state, school district, and community, with subsequent replication in a second. The process involves development activities with state-level agency representatives, complementary activities with local/regional personnel, and opportunities for interactive problem solving and sharing meetings between state and local resources.

Products: The project will produce a training guide, three peer-reviewed journal articles, conference presentations, and a home page on the World Wide Web. A training videotape to illustrate the collaborative planning process in action will be produced and disseminated.

Grant Number: H024B70026

Project TRUST: A Model for Addressing Critical Early Transitions in Lives of Young Children Who Are Deaf/Blind.

Project Director: Jeppesen, M. K.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Utah State University
College of Education/COM D
Old Main Hill
Logan, UT 34322-1415
(801)797-1226

Purpose: This project will develop and demonstrate an innovative model of collaborative planning for critical developmental and educational transitions in the lives of young children (birth through 8) who are deaf and blind, and will assist families, agencies, and schools to achieve more successful IFSP/IEP outcomes.

Method: The project will: examine the Deaf-Blind Census of children ages birth through 8 and solicit participation of all of the families as well as all other essential persons interested in improving outcomes for the identified children; develop materials and processes with the assistance of project content consultants; and train parent-teacher-paraeducator teams to implement personal futures planning (PFP) with young children who are deaf-blind and their families.

Products: Specific products generated by the project will include outlines for the PFP training sessions for parent-teacher-paraeducator teams, material maps for all support packages, and a collection and analysis of existing pertinent materials. A training and self-study module will be developed by the project for each of the five transitions periods and distributed to interested individuals and agencies.

Grant Number: H024B70042

Project Circle

Project Director: Thompson, Barbara

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1998

University of Kansas
Department of Special Education
3001 Dole Bldg.
Lawrence, KS 66045
(913)864-4954

Purpose: This project will demonstrate and disseminate a model World Wide Web site as the means to support, facilitate, and train service providers and families for participation in inclusive early childhood programs of high quality for children from birth through age 8.

Method: The Web site s multiple functions include showcasing exemplary programs; offering on-going technical assistance; offering direct access to information, resources, and materials, as well as links to other sites; and serving as a hub for collaboration among users. The project provides for the demonstration and dissemination of strategies for training and supporting early childhood service providers and families for using the Web site as intended. Highly specific data will be collected via on-line data bases that offer insight into how the Web site is used.

Products: The main product is the Project Circle Web site itself. Other functions of the project will lead to generating state-of-the-art position papers, offering direct access to materials that can be downloaded, and the creation of portfolios for users which verify their use of the Web site.

Grant Number: H024B70059

The Self-Determined Learning Model of Instruction for Early Elementary-Age Students

Project Director: Wehmeyer, Michael

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

The Arc of the United States
Department of Research & Program Services
500 E. Border St., Suite 300
Arlington, TX 76010
(817)261-6003

Purpose: This project will develop, implement, evaluate, and nationally disseminate a model that will enable teachers of early-elementary age students with mental retardation and other cognitive and developmental disabilities to teach problem-solving and self-determination skills.

Method: The project will build on a teaching model, the Self-DeterminedLearning Model of Teaching, to develop a model of instruction to enable teachers of early elementary students with mental retardation and other disabilities to provide age appropriate instruction that teaches self-determination and problem solving.

Products: Specific products generated by the project are a Teacher s Guide and a Parent s Guide to the Self-Determined Learning Model for Elementary-Age Students, which will be placed on The Arc s national publications list; an introduction to instructional strategies; and additional information on self-determination.

Grant Number: H024B70063

Child Services Integration Project

Project Director: O Donnell, Karen J.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2001

Duke University Medical Center
Department of Pediatrics, Box 3364
Durham, NC 27701
(919)684-5513

Purpose: The Child Services Integration Project (CSIP) will develop, implement, evaluate, and disseminate a model for the integration of child special services with women s substance abuse treatment programs.

Method: The CSIP demonstration involves the identification of birth to 8-year-old children at the time of their mother s entry into a substance abuse treatment program. The children become child services clients, which makes treatment that is integrated with their mother s recovery the least restrictive service setting and also often the only setting in which the child has continuous access to special services. The CSIP model has two major components: intensive community liaison and advocacy, and a diagnostic center-based program, where the focus is the mother-child relationship, although the intervention will continue if and when the child changes caregivers.

Products: There are few intervention models designed specifically to address the special needs of children in families with substance abuse. These children are frequently lost to existing programs for tracking and intervention. The CSIP demonstration will improve the outcomes for these families through its intervention services and improvement of the mother-child relationship.

Grant Number: H024B70068

Project Respond: Responsive Services for Maltreated Preschool Children with Behavioral Problems or Developmental Delays

Project Director: Brown, William H.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2001

South Carolina Research Institute
Institute for Families in Societ
110 Osborne Building USC
Columbia, SC 29208
(803)777-6582

Purpose: Project RESPOND will develop, implement, replicate, and evaluate an ecologically based model of inclusive, early childhood special education for young children who have been maltreated and who have either behavioral problems or developmental delays. Project personnel and community partners will provide well-coordinated and comprehensive early childhood special education, psychological, and social services to participating preschool children and their families.

Method: Project RESPOND is composed of five interrelated program components. In the Inclusive Early Childhood Special Education component, participating children will be enrolled in public school preschool programs, and Individual Family Service Plans (IFSPs) will be developed and implemented by interdisciplinary teams. In the Family Support component, Individualized Family Support Plans will be developed by parents and appropriate team members and integrated into IFSPs. Psychological services will be provided on-site by team members when indicated by children s and parents individual needs in the Preschool-basedPsychological component. Interventions for enhancing children s peer-related social competence will be implemented in the Peer-related Social Competence component. Finally, in the Transition Services component, Individual Transition Plans will be developed and implemented for supporting transition to the next educational placement.

Products: Project RESPOND will be developed, implemented, replicated, and evaluated in preschool programs in an urban, a suburban, and a rural school system. Project personnel will disseminate information about the model locally, regionally, and nationally at conferences to help replicate inclusive preschool programs with a high level of interagency collaboration and coordination of services and supports.

Grant Number: H024B70071

Enterprise Zone-Preschool Inclusion Project: EZ-PIP

Project Director: Gold, Susan

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Miami
Department of Pediatrics
P.O. Box 016820
Miami, FL 33101
(305)243-6624

Purpose: This project will expand, implement, evaluate, and disseminate a model inclusionary program which will increase quality neighborhood child care for all children and provide children with disabilities and their families with expanded choices in four Enterprise Zones in the Miami area.

Method: EX-PIP will provide specialized training and mentoring to 120 center-based child care providers, representing 40 centers, as well as to 40 family child care providers. Linkages with Miami Dade Community College and existing community resources will be established and maintained to disseminate and share information and to identify underserved children with disabilities.

Products: Articles and presentations about the project model will be disseminated widely. In addition, an implementation manual that documents the EZ-PIP approach to serving children with disabilities in integrated settings will be available in both English and Spanish.

Grant Number: H024B70072

STORIES: Stories Told by Young Children with Disabilities, Observed and Fostered by Recipients in Inclusive Settings, as the Basis for a Model Program Promoting Early Literacy Skills That Is Culturally Sensitive

Project Director: Brown, Carole

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Lt. Joseph P. Kennedy Institute
801 Buchanan Street, N.E.
Washington, DC 20017
(202)529-7600

Purpose: The primary goal of this project is to develop a linguistically rich, culturally competent, story-based, early childhood intervention model that promotes language and early literacy in young children who have developmental disabilities or are at risk. It will increase parents and caregivers knowledge and understanding of early stories and their ability to foster language acquisition and early literacy in the children for whom they are caring.

Method: Using written and audio story journals, children, staff, and families will exchange stories about the children s experiences. Parents and caregivers will learn to observe, recognize, encourage, and foster children s efforts that may enhance language development. Special attention will be given to the unique characteristics of storytelling in different linguistic and cultural contexts, specifically African-American, Hispanic, and deaf.

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Products: In addition to implementing and refining a model worthy of replication throughout the country, the project will develop training materials for day care caregivers and families for use in replication and dissemination activities and a videotape depicting key components of children s pre-narratives. A comprehensive training guide and large-scale dissemination of core project issues and findings is planned for Year 4.

Grant Number: H024B70075

Caring for Infants and Toddlers with Disabilities: New Roles for Nurses or CFIT-N

Project Director: Garland, Corinne W.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

Child Development Resources, Inc.
150 Point O Woods Road
P.O. Box 280
Norge, VA 23127-0280
(757)566-3300

Purpose: This project will develop a replicable model of training that will prepare nurses and nurse practitioners for their roles as members of family-centered, community-based early intervention teams to ensure early identification of infants and toddlers and the integration of health care, developmental, and other services for these children and their families.

Method: The project will review and adapt the independent study manual developed by Child Development Resources, which has been used with measured success with over 600 physicians, to reflect the National Standards of Nursing Practice for Early Intervention Services. Panelists from the community will be trained by project staff to present information and engage participants in discussion during the introductory phase of the project and to provide for continued technical support during the final clinical application period of three to six months.

Products: Two major products to be generated by this project are an independent study manual and a set of five audiotapes on major competency areas, including child find, service coordination, assessment, IFSP, and transition. Dissemination information will be developed for use on a Website as well as through traditional print and presentation venues.

Grant Number: H024B70091

School-Based Preschool Programs for Children with Autism: Blending Approaches to Meet Individual Needs

Project Director: Schwartz, Ilene

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2001

University of Washington
Experimental Education Unit Box 357925
Seattle, WA 98195-7925
(206)543-4011

Purpose: This project will develop, implement, evaluate, disseminate, and replicate a program for young children with autism that is effective, sustainable, and acceptable to families and school district personnel.

Method: By blending the strengths of early childhood education, early childhood special education, and applied behavior analysis, the project will build on a school-based high quality education program and provide additional services, including extended instructional day, family support, staff training, systematic collaboration, planning for generalization, and transition planning. The core of the model features opportunities for interaction with peers, functional assessment, an appropriate curriculum, effective instructional strategies, and strategies to program for the generalization of behavior change.

Products: The project will create a comprehensive school program for young children with autism that is effective and appropriate for this population.

Competition 84.024D: Outreach Projects for Young Children with Disabilities

Grant Number: H024D40002

Transdisciplinary Outreach In-Service Training Program for Culturally Diverse At-Risk Children

Project Director: WOODRUFF, GENEVA

Beginning Date: Jan 1, 1995
Ending Date: Dec 31, 1997

FOUNDATION FOR CHILDREN WITH AIDS
1800 COLUMBUS AVENUE
BOSTON, MA 02119
(617)442-7442

Purpose: To provide outreach training and follow-up technical assistance to staff of early intervention, preschool, day care, and Head Start programs serving culturally diverse at-risk infants and toddlers and their families.

Method: This outreach project will provide awareness training for 2000 professionals, parents, and advocates, on-site replication training and technical assistance for 3100 staff, and in-depth seminars for 40 professionals. Training will emphasize the needs of at-risk children from culturally diverse backgrounds and families coping with various problems including poverty, substance abuse, and chronic illness. Training will be provided by staff from the Foundation s National Training Center for Drug-exposed and HIV-infected Children and Their Families (NTC). Throughout training, NTC staff will provide 1) overview awareness presentations, 2) on-site replication training, 3) follow-up training and technical assistance to ensure adoption of model components, and 4) in-depth seminars and on-siteobservation of Foundation programs. Training content will include 1) cultural competency, 2) characteristics of at-risk children and their families, 3) principles of a family-centered, transdisciplinary team approach, 4) programmatic and clinical strategies for optimizing developmental outcomes for at risk children and to help families enhance parenting skills, and 5) advocacy for at-risk children and their families as a group and for system changes to respond to these families. Training will consist of lectures, hands-on experience conducting assessments, providing intervention, and building a family-centered Individual Family Service Plan (IFSP). and implementing across agency services coordination. Participants will also receive training materials that accompany on-site training for guided self-study and will have an opportunity to work with trainers by telephone following training sessions.

Products: As a result of this project, parents as well as Head Start, day care, and early childhood programs staff will improve their ability to deliver services to culturally diverse at-risk children and their families, and will improve their ability to plan and coordinate community services on the family s behalf.

Grant Number: H024D50011

Earliest Intervention: Setting the Stage for Success

Project Director: ALS, HEIDELISE
Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

ENDERS PEDIATRIC RESEARCH LABORATORIES CHILDRENS HOSPITAL
320 LONGWOOD AVENUE
BOSTON, MA 02115
(617)735-8249

Purpose: To replicate the earliest intervention model in NICO systems in several cities and states, equipping them with the ability to provide earliest intervention in the NICU and providing training, guidance, and technical assistance to professionals caring for such preterm infants and their families in the NICU and in the communities to which they will be discharged.

Method: The Newborn Individualized Developmental Care and Assessment Program (NIDCAP). which views infants as active participants in shaping their own development and families as the most important nurturers, will constitute the core of training. Training teams will be established at each of the above sites. Project outreach activities will include consultation, technical assistance, and model replication with training of core training teams and trainers, as well as product development and dissemination in support of replication. Training will include formal training in: infant behavioral observation and assessment; implementation of specialty procedures in collaboration with the infant and family; sociocultural competence; and reflective process.

Products: Improved care will result at four inner city NIDCAP intervention centers involving over 400 NICU professionals in trained teams. Improved outcomes are expected for at least 1000 impoverished inner- city infants and their families, as are improved connections of services between NICU, community, regional, and state agencies, with improved personnel preparation for more than 500 early intervention professionals. Project training and dissemination products will include a NIDCAP Model Training Manual; a Manual for the Site Development of Prospective Model Sites and Teams, including a modules on NICU, hospital, and community-based developmental support components; modules on cultural responsivity and competence training; an evaluation tool for training teams and sites; and a research and resource bibliography for the developmental care and intervention model.

Grant Number: H024D50015

Infant Child Monitoring Questionnaires Training Outreach Project

Project Director: SQUIRES, JANE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF OREGON
CENTER ON HUMAN DEVELOPMENT
901 E. 18TH AVENUE, 1ST FLOOR
EUGENE, OR 97403-5253
(503)346-0807

Purpose: To assist state, local, and tribal service agency personnel to include the Infant/Child Monitoring Questionnaires as part of comprehensive and coordinated screening and tracking programs that target typically underserved populations.

Method: The Infant/Child Monitoring Questionnaires are a series of nine parent-completed questionnaires designed to assist in early identification and referral of infants and young children at risk for developmental delays. This project will provide training to facilitate systematic use of these questionnaires as a screening and diagnostic tool. Culturally competent training modules will address: (1) best practices in screening and assessment of young children; (2) background and research on the Infant/Child Monitoring Questionnaires; (3) use of the questionnaires; and (4) evaluation of screening/tracking efforts. Technical assistance in the follow-up phase will address issues and problems confronted by personnel in service settings as well as training for local trainers who will take responsibility for follow-up and further dissemination of the screening model.

Products: Professionals will receive assistance with development of coordinated, comprehensive systems for screening and tracking. Personnel from a variety of agencies will receive state-of-the-art training in screening, including the use of parents as monitors of infants and young children. In addition, community-based personnel will be provided with skills and materials to use the questionnaires in a variety of ways that accommodate the needs of individual families and their children. Children and families will receive direct benefits by receiving ongoing monitoring and timely referral to early intervention services, preventing some delays and reducing sequelae of others.

Grant Number: H024D50023

Ninos Especiales Outreach Project for Preschool Age Children

Project Director: BRUDER, MARY BETH

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF CONNECTICUT HEALTH CENTER
SCHOOL OF MEDICINE - PEDIATRICS
263 FARMINGTON AVENUE
FARMINGTON, CT 06030
(203)679-4632

Purpose: To provide a culturally sensitive, family-centered model of early intervention for families of Puerto Rican heritage who have infants with severe disabilities.

Method: The Ninos Especiales Project Model is comprised of five elements including cultural sensitivity, family-centered orientation, interagency collaboration, transdisciplinary services, and transition to preschool. The proposed project will expand this model to preschool age children with disabilities who are of Puerto Rican heritage living within the Hartford enterprise zone. Training will be provided on model elements and program replication to teachers within the early childhood special education program, Head Start, and City Day Care. Workshops will be conducted biweekly to groups of teachers on the various model elements. Long term training for program replication will be conducted through institutes, which will be held for small groups of teachers. The institute will consist of five training sessions and four institutes will be conducted per year. Follow-up and support services will be included in both training activities. Evaluation will document changes as a result of training across participants, programs, children, and families.

Products: This replication project will translate findings from a demonstration project into training content and subsequent model replication activities. Descriptions of project activities will be presented at professional meetings, as will a brochure outlining project services. Training manuals used with training participants and the families they serve will be available at cost for distribution to others.

Grant Number: H024D50024

Project Dakota Outreach

Project Director: KJERLAND, LINDA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

Life Works
1380 Cooperate Center Curve
EAGAN, MN 55121

Purpose: To replicate the Project s model components through tailored technical assistance with state leaders and local programs in empowerment zones and enterprise communities.

Method: Within New York State, the Project will enhance the competence and confidence of regional trainers in critical IFSP issues and evaluate their impact on local teams. In New York City/the Bronx, early intervention leaders and selected programs will be assisted in incorporating tailored and responsive

IFSP evaluation and assessment practices. In Houston, staff will assist the city s Infant Program in defining natural settings and supports and incorporating them into early intervention service delivery. In the Rio Grande Valley, staff will help to design a transdisciplinary and transagency team model for rural areas with few trained staff and high needs for connecting families with informal supports. Texas IFSP samples will be performed and disseminated to capture and publicize proven strategies for natural settings for statewide use. In Minnesota, staff will work to enhance the competence of direct service staff to link with community cultural resources for service flexibility, inclusion, and culturally sensitive IFSP s. A statewide family leaders conference will be planned, and staff will assist in designing a new family support system and advising the development of a plan for comprehensive personnel development systems.

Products: Tailored information packets will be prepared for 350 requesting parents and staff per year. Tailored packets will also be disseminated to accompany all outreach training (1600 products per year). and displays will be presented at meetings of national professional organizations.

Grant Number: H024D50030

Trans/Team Outreach: An Inservice Model Replication Project

Project Director: GARLAND, CORINNE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

WILLIAMSBURG AREA CHILD DEVELOPMENT RESOURCES, INC.
6325 CENTERVIL PO BOX 299
LIGHTFOOT, VA 23090
(804)565-0303

Purpose: To replicate a five-step model of inservice training which is designed to help early intervention teams provide more family-centered, transdisciplinary service delivery.

Method: The Trans/Team Outreach model begins with individualized needs assessment to determine team training needs in family-centered services. Teams participate in on-site training and technical assistance leading to knowledge and skill development. Trans/Team curriculum materials, selected to meet individualized team needs, are categorized into nine content areas: Transdisciplinary Service Delivery; Family-Centered Service Systems; Team Approaches to Assessment; Family-Centered Individualized Family Service Plan (IFSP) Process; IFSP Implementation and Service Coordination; Interagency Collaboration; Building Successful Early Intervention Teams; Serving Children in Natural Settings; and Serving Children and Families in Culturally Competent Contexts. Immediately after completing training, teams develop action plans for change. In follow-up, teams receive technical support for implementing their action plans. Sites participate in evaluation of the training as well as evaluation of the inservice model. Project staff will also provide each team with resources to help orient new staff and families to a family-centered, transdisciplinary approach.

Products: In addition to providing training as described above, the project will work in close coordination with lead agencies in Texas, Virginia, Pennsylvania, New Hampshire, and New Jersey which have expressed interest in replication and training. The model provides an effective inservice curriculum and supporting materials designed to increase provision of family-centered transdisciplinary services. A complete inservice manual will be provided for use by state systems and replication sites, as will other materials designed for use by sites and teams not receiving replication training but still interested in pursuing the model. These materials, a project brochure, and a new product (Change Activities for Successful Teams) will be disseminated to national audiences.

Grant Number: H024D50039

Early Education Program for Children with Disabilities

Project Director: STOWITSCHEK, JOSEPH
Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF WASHINGTON
EXPERIMENTAL EDUCATION UNIT
EEU WJ-10
SEATTLE,WA 98112
(206)543-4011

Purpose: To design and implement an outreach approach that will empower early educators to conduct outreach within their own programs and beyond, across their organizations, in order to build capacity for continuous self-renewal andbest practice assimilation.

Method: Elements of Total Quality Education (TQE), rotational peer coaching, mentoring and reflective process support strategies, and interactive telecommunications will be applied to (a) generate capability to target, assimilate and adapt best practices in early childhood education, (b) infuse social/interpersonal skills instruction (including self-determination) into the ongoing curriculum, (c) enhance in-classlanguage instruction, and (d) increase access to and utilization of assistive technology to elevate levels of inclusion of preschoolers with low-incidence disabilities. The first year of the project will include both preparatory and outreach activities. An initial sample of "exemplary practices authorities" will be expanded to produce a menu of matches between exemplary practices, field-tested models and components, and authorities willing to teleconference with the project s outreach sites. An ongoing program self-enhancement process will be initiated with five core outreach sites in enterprise community census tracts whereby preschool teams and project staff forge clear visions for their programs, routinely analyze strengths and needs and plan program adjustments relative to the adoption of exemplary practices in early education for children with disabilities. Key staff from outreach sites will rotate through the UW Experimental Education Unit Preschool to gain experience with targeted practices. During Year Two, outreach activities will be initiated in five additional enterprise community sites. Core sites will be assisted in sustaining and institutionalizing their self-analysis process and resulting adaptations. Year Three will see addition of five further enterprise community sites, with more initiation of direct outreach support activities transferred to communities as local program staff and other team members become involved in outreach activities within their organizations. Project staff will spend increasing amounts of time in Year Three on evaluating the impact of these models and practices as well as the utility and capacity of telecommunications to initiate, sustain, and extend outreach activities.

Products: Dissemination activities will include: (a) establishment of a mailing list of outreach and inservice training support agency and organization representatives nationwide; (b) distribution of outreach tools, guides and exemplary practices compilations, and (c) presentations on the project s activities and results at state, regional and national conferences of professional organizations. Internet and other network postings will alert outreach and training specialists to the availability of TWE process analysis, rotational inservice and interactive telecommunications support guides. At least one paper on exemplary practices resource compilations and adoption tools will be prepared and submitted for publication to appropriate journals.

Grant Number: H024D50045

Western Region Faculty Institute for Training (WRFIT) Outreach Project

Project Director: FLYNN, LINDA

Beginning Date: Jul 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER
JFK CENTER FOR DEVELOPMENTAL DISABILITIES
BOX C-234 4200 E. 9TH AVENUE
DENVER, CO

Purpose: To expand the capacity and role of higher education faculty in meeting community-based training needs in the early intervention/Part H arena.

Method: Project activities will be rooted in a values base which emphasizes the appreciation of cultural diversity, the importance of family-centered services and supports, the value of full inclusion, and the value of interdisciplinary collaboration including families and communities. The project will use the most successful faculty development/ faculty engagement methods identified by four regional faculty institutes. Components chosen on the basis of past success will include: (1) ongoing working liaison with a UAP-based state contact person who will assist with faculty needs assessment, local training needs assessment, identification of faculty participants, facilitation of faculty collaboration and faculty training experiences, dissemination of information and training resources within states, and follow-up regarding changes in faculty training activities; (2) provision of an intensive three-day training seminar including training in early intervention content areas as well as best practices and optimum techniques in adult learning/inservice training for a core group of 8-10 faculty from each outreach state; (3) an array of incentives and supports for ongoing faculty capacity building and involvement in community-based training; (4) an active mini-grant program which will allow faculty in outreach states to implement and evaluate innovative training techniques; and (5) distribution of training materials, learning resources, and early intervention information which will support faculty development and involvement in the early intervention field.

Products: All training materials will be published and actively distributed, including "Early Intervention Curriculum Compendium," "Faculty Leadership and Collaboration in Western Region," and "Innovative Training Curricula for Early Intervention Service Providers." Project staff will submit articles for publication in appropriate professional journals, and will prepare materials for presentation at appropriate national meetings.

Grant Number: H024D50047

STAIRS Outreach Project: Supporting Teams Providing Appropriate Inclusionary Preschool Services in Rural States

Project Director: MCLEAN, LEE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF KANSAS
INSTITUTE FOR LIFE SPAN STUDIES
1052 DOLE
LAWRENCE, KS 66045
(316)421-6550

Purpose: To assist state and community early childhood agencies to systematically identify and address barriers to effective inclusion in their states.

Method: This project will work with SEAs in each of six predominantly rural states to develop state plans for supporting inclusionary early childhood special education services for young children with low incidence and severe disabilities. Over the three project years, outreach services will be provided to LEAs providing early childhood special education services in three rural communities in each state, with priority to be given to identified rural empowerment or enterprise zones. Within each participating community, an Outreach Technical Assistance Plan will be developed by a team consisting of representatives from the community s LEA/ECSE program, parents of children served by that program, local Head Start and/or daycare/preschool providers, and other key stakeholders. Outreach services will include administrative supports, family choices and decision making supports, supports for implementation of IEP/IFSP programs in inclusive settings, and supports for positive peer interaction and social relationships. The types of outreach services provided to each participating community will reflect needs prioritized by those agencies, and may include: team inservice training; collaborative consultation; facilitated networking; and/or facilitated access to informational resources. Electronic communication and distance learning technology will be used to facilitate networking and information sharing among agencies in geographically remote rural communities.

Products: The program is expected to improve state and community capacity to support early childhood inclusion through delivery of customized outreach services, to develop and implement a plan for evaluating the impact of this project on participating jurisdictions, and to effectively disseminate information regarding model components.

Grant Number: H024D50048

Family and Child Transitions into Least Restrictive Environment (FACTS/LRE)

Project Director: FOWLER, SUSAN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF ILLINOIS
COLLEGE OF EDUCATION
DEPARTMENT OF SPECIAL EDUCATION
C/O GRANTS AND CONTRACTS
109 COBLE HALL, 801 S. WRIGHT ST.
CHAMPAIGN, IL 61820
(217)333-2186

Purpose: To provide team-based training and technical assistance focusing on skills needed for providing family-centered transition services and facilitating transitions into least restrictive environments for children with disabilities from birth through age five.

Method: Delivery of technical assistance is planned in three ways: (1) consultation to State Interagency Coordinating Councils and staff of state-levelagencies; (2) team-based training organized through local interagency councils; and (3) team-based training organized through CCR&R networks. Each team-based training will have one of two separate themes: either (A) Collaborative Transitions for Children Turning Age 3: Writing an Interagency Agreement for your Community or (B) Natural Settings and Least Restrictive Environments for Children with Special Needs from Birth to Age Five. Followup technical assistance to each team will be provided to assist them in implementing procedures learned during training. Intensive technical assistance will be provided in three states in Year One, as will planning for two to three additional states scheduled for Year Two services. Project activities will focus on serving communities designated as enterprise communities and empowerment zones.

Products: Measurable outcomes will include signed interagency agreements and an increased number of children served in natural settings. Project staff plan on developing and revising project training manuals, as well as using data collected in outreach activities as a basis for both professional and popular publication.

Grant Number: H024D50053

Project SLIDE - Skills for Learning Independence in Developmentally Appropriate Environments: An Outreach Training Project

Project Director: CARTA, JUDITH

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF KANSAS
INSTITUTE FOR LIFE SPAN STUDIES
JUNIPER GARDENS CHILDREN S PROJECT 1052 DOLE
650 Minnesota Avenue, Second
Kansas City, KS 66101
(913)321-3143

Purpose: To develop and implement an outreach model for providing training and technical assistance to preschool and elementary school personnel who are interested in preparing children with disabilities for successful integration into regular classroom environments.

Method: The outreach model to be employed is based on experimental field- test data on children from diverse cultural backgrounds which has linked its implementation to improved short-and long-term student outcomes, decreased student need for special education services in years following intervention, and reports of satisfaction from teachers and administrators. The model includes three sets of components. "Core Components" are strategies needed within sites to facilitate integration, such as assessment techniques for determining skills needed by students and appropriateness of classroom environments as well as strategies for promoting interagency collaboration, effective classroom intervention, and parental involvement. "Support Components" are activities required to maintain high quality implementation at replication sites, such as the availability of multiple options for training, provision of site-based technical assistance, ongoing program monitoring, and coordination with the state s Comprehensive System of Personnel Development. Finally, "Replication Components" are activities which promote dissemination of the model, addressing such issues as public awareness, site identification, and a site adoption process through which key stakeholders can determine how the model can be tailored to meet the needs of children and families from diverse cultural groups.

Products: This model will be extended nationwide through: (1) packaging of print materials and development of multimedia computerized software for assisting in model replication; (2) training of regular and special educators who will instruct, provide technical assistance, and monitor teachers implementation of the model; (3) coordination of public awareness and dissemination activities to promote the establishment of new replication sites. The project will replicate the model to three local sites and two outreach sites in Year One, to four additional sites in Year Two, and to at least four additional sites in Year Three.

Grant Number: H024D50060

Outreach Services to Stimulate Services for Infants, Toddlers, and Preschool Age Children with Sensory Impairments and Additional Disabilities and Their Families

Project Director: BARRINGER, DON

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UTAH STATE UNIVERSITY
COMD/SKI-HI INSTITUTE
OLD MAIN HILL
LOGAN, UT 84322
(801)752-4601

Purpose: To implement and disseminate the INSITE Program of early home intervention to meet the needs of children with sensory impairment and additional disabilities and their families.

Method: The project will build states capacity to develop an individualized statewide implementation of INSITE programming in each of the targeted states by collaboratively assessing state and local needs, developing agency and state commitment of resources to provide INSITE services, and developing and carrying out plans for implementation. Awareness, planning, and implementation activities will be coordinated with the state lead agency for Part H of the IDEA and the SEA for special education and preschool related services. Staff will develop and disseminate resource, training, and awareness materials for parents and professionals, and will provide training to agency personnel in implementing the INSITE Model as well as preparing and equipping certified trainers in order to ensure continuity of INSITE services.

Products: Approximately 100 professionals will be trained to use the INSITE model, and eight to ten new certified local INSITE trainers will be trained to provide training to new parent advisors. Materials for distribution to programs nationwide will include: a field test of a resource manual in family-centered programming; the initial edition of an updated INSITE Resource Manual; and new video clips and accompanying training guidelines, new home-study training format and accompanying printed materials.

Grant Number: H024D50063

Child Care Plus+: An Outreach Project Providing Training and Technical Assistance to Child Care and Preschool Programs

Project Director: MULLIGAN GORDON, SARAH

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF MONTANA
MONTANA UNIVERSITY AFFILIATED PROGRAMS
RURAL INSTITUTE ON DISABILITIES
52 CORBIN HALL
MISSOULA, MT 59812
(406)243-5814

Purpose: To provide training and technical assistance to child care and preschool programs that include young children with disabilities.

Method: This project will promote inclusion of young children with developmental, physical, medical, and low-incidence disabilities in typical child care and preschool programs, particularly in rural and economically disadvantaged areas. The following activities will be pursued to promote inclusive child care and preschool opportunities for young children with disabilities and their families: provision of awareness information about inclusion, project services, and resources; development of new products and materials; dissemination of these products and materials; training; provision of technical assistance and consultation; replication of the established model of inclusive child care using both direct training and a train-the-trainerapproach; and coordination with local, state, and national resources. In Year One, both replication areas will be located in areas identified as Empowerment Zones and Enterprise Communities. Community recruitment for Years Two and Three will be designed to focus project resources where they are most needed.

Products: Technical, interim, and final project reports detailing the findings of the training course evaluations will be completed. Manuscripts will be submitted for publication in early intervention and early childhood journals, and additional information and limited training and technical assistance will be made available to agencies and organizations who may, in turn, use project findings and products to implement and improve early childhood education services for young children with disabilities.

Grant Number: H024D50065

Participate Outreach

Project Director: ROBINSON, CORDELIA

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF COLORADO HEALTH SCIENCES CENTER
JFK CENTER FOR DEVELOPMENTAL DISABILITIES
4200 EAST 9TH AVENUE
DENVER, CO 80262
(303)270-7224

Purpose: To provide on-site training and technical assistance to parents, local school districts and child care setting collaborative programs to utilize the Project Participate model to address barriers to full participation in inclusive, natural environment preschool settings for young children with development disabilities.

Method: Participate Outreach focuses on training interdisciplinary teams in a problem solving decision process to increase active participation. Particular emphasis is placed on analysis of student performance to develop developmentally appropriate, functional objectives for children with multiple disabilities whose active participation will be facilitated through the use of assistive technology. Outreach services will include awareness training, needs assessment, individualized site contracts and plans, presentations of core content, followup consultation for application of core content, continuing education credits, and independent evaluation of project impacts. Consultation and technical assistance, networking and a newsletter are options for ongoing support. During Year One the project will work with school districts in Colorado, including an Enterprise Community in Denver. Site requirements will include willingness to implement a site-specific individualized adoption plan including making staff available as a team for critical training experiences. Subsequent years will include further outreach in Colorado and other states with emphasis placed upon recruitment in Empowerment and Enterprise Communities.

Products: Early intervention teachers, therapists, and administrators participating in training will demonstrate increased knowledge and skills in inclusion, and the use of assistive technology to facilitate active participation. Staff and family members will gain skills in collaboration and interdisciplinary problem solving to promote students full inclusion and active participation. Training materials to be developed and disseminated will incorporate the values of inclusion and family-centered,culturally competent approaches to teaching skills necessary to promote active participation. Dissemination will occur primarily in the form of intensive on-site consultation, training and technical assistance for the 18 outreach sites.

Grant Number: H024D50069

SIFT-OUT: Training for Systems Change in Early Intervention

Project Director: WINTON, PAMELA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER
ROOM 300, BYNUM HALL
CHAPEL HILL, NC 27599-4100
(919)966-7180

Purpose: To prepare university faculty to serve as leaders in providing early intervention training in their states.

Method: This project will replicate a systems change model which has been developed, implemented, and evaluated through a previously funded faculty training institute. Specific project goals include: (1) to facilitate personnel preparation linkages among institutions of higher education, families, community and state agencies; (2) to increase higher education faculty intervention content and instructional strategies; and (3) to assist faculty in applying what they learn to the preservice and inservice training they provide to others. Critical features of the plan to implement this project include: (1) generating support and a vision for early intervention personnel preparation among state leaders; (2) identifying state and individual needs related to that vision; (3) providing information and training experiences to faculty designed to meet those needs; (4) facilitating the development of action plans related to improving the quality of future personnel preparation activities; and (5) providing technical assistance in support of the action plans.

Products: This project will increase the chances that quality support and training in Part H content is available at the community, regional and state levels. Anticipated benefits include: significant increases in faculty knowledge and skills in early intervention content and training strategies; greater faculty participation in community-based inservice and technical assistance activities; improved quality of preservice and inservice training; and increased linkages among state agencies, institutions of higher education, and consumers around personnel preparation at the state level.

Grant Number: H024D50078

Pathways: Service Coordination Outreach Project

Project Director: JESIEN, GEORGE

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF WISCONSIN
WAISMAN CENTER ON MENTAL RETARDATION AND HUMAN DEVELOPMENT
750 UNIVERSITY AVE
MADISON, WI 53706
(608)263-5022

Purpose: To assist states in meeting their needs for qualified and trained personnel to carry out their new roles as service coordinators of early intervention services as mandated in federal and state legislation.

Method: This project will adapt and disseminate to states an effective training and technical assistance model that is consumer-driven, context-specific, andguided by collaborative efforts among parents and professionals. Outreach efforts will reflect two underlying principles of the inservice model:parent-professional partnership and participant-centered training. Parents of young children with disabilities will be hired as core staff and training consultants, and will be supported to be on state training teams, advisory committee members, and participants in the training options selected by the states. The participant-centered focus will be achieved at three levels: (1) individual trainee; (2) specific training site; and (3) state. This focus will be achieved through tailoring experiences to meet individual state and trainee needs, offering a variety of options so they may exercise control and guidance over the content and strategies selected to gain skills and knowledge in service coordination. Key stakeholders from each state will be brought together to develop, implement, and evaluate a State Training and Technical Assistance Plan. States will choose from an array of training options, and content and activities of service coordination modules will be tailored to meet each state s proposed STTAP.

Products: Training options available through this project will include for- credit courses, non-credit workshops and institutes, videotapes, a self-study course,and ongoing technical assistance to Birth to Three programs. By disseminating these materials, the project expects to provide high quality training and technical assistance in effective, family-centered service coordination in early intervention.

Grant Number: H024D50080

Making the Right to Communicate a Reality for Young Children with Multiple Disabilities: An Early Childhood Outreach Project

Project Director: ROWLAND, CHARITY

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

WASHINGTON STATE UNIVERSITY
NEILL HALL ROOM 421
PULLMAN, WA 99164-3140
(509)335-9661

Purpose: To disseminate the Tangible Symbols and Early Communication Process approaches to early childhood professionals, parents and speech- language pathologists nationwide in a manner that will promote long- term impact.

Method: This project will disseminate strategies and materials that address the communication needs of two groups of children. The first group will include children ages 3-8 who are not able to understand the use of abstract symbols and therefore are not learning to use spoken words or manual signs. For these children the use of "Tangible Symbols", three-dimensional objects used for communication, will circumvent the intellectual limitations that have prevented their comprehension of abstract symbols. For others, Tangible Symbols will accommodate the vision impairments that have prevented them from using two-dimensional symbols. The second group of children will include those ages 0-8 with severe orthopedic impairments in addition to other severe disabilities. These children may not demonstrate any clearly intentional behavior, and will be served through an adapted microswitch system known as "The Early Communication Process Using Microtechnology", or "ECP" for short. This system is designed to bridge the gap between the establishment of contingency awareness and the use of symbolic communication systems (including Tangible Symbols). can be used at home or in school, and provides a logical instructional sequence with sufficient flexibility to allow for extreme individual differences within the target population. Three levels of training will be provided in these systems, including intensive workshops, in-depth monitoring of trainees as they work with children, a trainee support network and the training of regional experts.

Products: All trainees will demonstrate increased knowledge of appropriate communication intervention tools and strategies. Level II trainees will demonstrate improvement in communication intervention skills, and the children they work with will demonstrate improvement in communication skills. Level III trainees will demonstrate increased knowledge of appropriate support techniques for professionals and families, and will constitute a cadre of regional experts who will be available to help other staff and families encourage communication development in the target population. Training materials, including manuals and videotapes, are already available through a commercial publisher.

Grant Number: H024D60007

Families and Teams Together: Improving Information Sharing and Program Planning Processes

Project Director: MOORE, SUSAN

Beginning Date: Nov 1, 1996
Ending Date: Oct 31, 1999

UNIVERSITY OF COLORADO
CLINICAL EDUCATION AND SERVICES, DEPT CDSS
BOULDER, CO 80309
(303)556-4479

Purpose: To disseminate regionally and nationally a field-tested personnel preparation program to assist higher education faculty, early childhood special education teams, and family members in developing philosophies, knowledge, skills, and practices for facilitating family-directed, cross-culturally competent information sharing and program planning processes.

Method: The personnel preparation model to be used is informed by current research, available instruction materials and strategies, and an originally-generated cross-cultural information base of parent and professionals experiences, concerns, and suggestions regarding the provision of full participation options for all families in assessment and program planning processes. The resultant training provides the skills needed to initiate and maintain an ongoing process of individual and team-based learning, as well as development focusing on cultural competence, knowledge, and full family and team member participation in assessment information sharing and program planning. The project will culminate in a model training program for in-service and pre-service professionals, including higher education personnel in preservice training, regular educators, special educators, and related service personnel. During the first project year, three states will serve as outreach sites. An additional three sites will participate in the second year. During the third year, two outreach states will be added and a subsample of team members from earlier training will participate in a train-the-trainer institute. Technical assistance will be provided during each year.

Products: Improved personnel preparation and ongoing involvement of all participants in state-of-the-art practices will improve inclusion of families in assessment. Project results will be disseminated through professional and family-oriented publications, local interagency councils, and presentations at national conferences.

Grant Number: H024D60008

Mediated Learning Outreach Training

Project Director: COLE, KEVIN

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

WASHINGTON RESEARCH INSTITUTE
150 NICKERSON STREET SUITE 305
SEATTLE, WA 98109
(206)205-9317

Purpose: To disseminate and replicate a validated intervention model specifically designed to facilitate the development of young children with disabilities in inclusive settings.

Method: The model to be used promotes developmentally appropriate practices including child initiation of activities and scaffolding of support to match the child s developmental level. The core materials include: a) 200 detailed daily activity idea starters for classroom and home; b) guidelines for three levels of challenge for key activities to allow children within a range of developmental levels to participate successfully in developmental groups; c) guidelines for assessment; d) guidelines for using the curriculum model either as a complete program or in conjunction with existing practices; and e) guidelines for embedding and facilitating specific individualized instructional goals during classroom routines and curriculum activities. In addition to presentation of the core materials, training in the use of Mediated Learning will include support components designed to augment and extend the information included in the core materials. Implementation components will also be included, to include program monitoring by project staff, peer coaching training, and development of e-mail connections to facilitate communication among users across sites. The proposed project will replicate the validated model to at least seven sites in each project year. In addition, training will be provided at two state-wide Summer Institutes for Early Childhood Special Education staff, administrators, and parents. Impact data will be collected yearly to determine the quality of implementation of model components, numbers of children and professionals served by the project, outcomes of their involvement, and their levels of satisfaction with services received.

Products: The use of the Mediated Learning model will promote development of thinking skills that are broadly useful, and that are sustained beyond the preschool intervention. The availability of 200 daily lessons as idea-starters will allow the model to be used easily and consistently during extended school year projects and Summer school programs, in year-round child care programs, and in other extension services. Project products, methods, and findings will be disseminated via video and print materials to support training, as well as brochures and articles for publications and presentations at local, state, and national conferences.

Grant Number: H024D60010

COACT Team Training Outreach Project

Project Director: Johnson, Hyacinth

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

Ohio Dept. of Mental Retardation and Developmental Disabilities
Office of Family and Children s Services
30 East Broad St., Room 1250
Columbus, OH 43266

Purpose: To extend dissemination of COACT materials, training content, and findings to a more diverse array of families and single or multi-agencygroups comprising the local Ohio Family and Children First (OFCF) Councils, including those in four Enterprise/Empowerment Communities.

Method: Training and technical assistance will be provided for regional OFCF Regional Consultants statewide to build their skills in group process and facilitation. Follow-up technical assistance to support skills learned at the Institute will include monthly phone contacts, and site visits as needed. Through five day-long leadership workshops, leadership training will be provided to the Executive Boards of OFCF Councils, including practical strategies for running more effective meetings, developing productive agendas, and motivating members to actively participate. Participants will be challenged to assess their own leadership styles and how they directly impact interaction and communication within their groups. Case scenarios related to real issues experienced by OFCF local Executive Committees will also be discussed and strategized. Other Council staff will receive tailor- made team training and technical assistance services, based on team profiles generated by individual team members. Evaluation of project activities will include monthly implementation monitoring meetings, an Advisory Committee, trainee surveys, and evaluation forms.

Products: Providing OFCF Regional Consultants with training in group facilitation and leadership skills will enable them to more effectively provide technical assistance to local Council leaders and members. Leadership training to Executive Committee members will cultivate new styles of leadership, while training and technical assistance tailored to local Councils needs will facilitate more effective communication, decision-making, and goal-setting. Project findings will be presented at local, state, and national conferences, and will be publicized through statewide and national newsletters. Statewide OFCF meetings will also be used to update Council staff on project activities.

Grant Number: H024D60011

Early Education Program for Children with Disabilities

Project Director: DUKE, AYLIN

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF KENTUCKY RESEARCH FOUNDATION
201 KINKEAD HALL
LEXINGTON, KY 40506-0057
(606)257-4498

Purpose: To provide training and technical assistance to states in the development of a statewide transition system for children with disabilities from birth through five years of age.

Method: The focus of this project will be provision of assistance in the development of state policy, a statewide training and technical assistance network, and local pilot sites (including empowerment zones and enrichment communities within each participating states) establishing community-wide interagency systems for transition using the STEPS (Sequenced Transition to Education in the Public Schools) model and adopted state policies. Statewide transition networks will be established in Ohio and two additional states through a multi-level approach to the formulation and implementation of interagency agreements and structures, policies and procedures, statewide training/technical assistance networks, and local pilot sites. Liaison support will be provided to transition coordinators in each state implementing the STEPS model, and project staff will continue to provide training and technical assistance to transition coordinators in states which have already implemented the model. Annual transition forums and follow-up assistance will be used to facilitate transition systems in the new states and to refine systems in states with STEPS in place.

Products: A report on the proceedings of transition forums will be disseminated annually, as will an anthology of sample local and state policies developed through project activities. By the end of the funded period, Ohio and two additional states will have statewide transition systems in place, and states with systems already in place will have received ancillary support.

Grant Number: H024D60012

Multicultural Early Childhood Team Training: Outreach

Project Director: FLYNN, NONA

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

PARENT EDUCATIONAL ADVOCACY TRAINING CENTER
10340 DEMOCRACY LANE SUITE 206
FAIRFAX, VA 22030
(703)691-7826

Purpose: To infuse cultural competence in early childhood programs by disseminating and replicating a proven parent and professional inservice model.

Method: With the support of an inservice training grant, a multicultural parent/professional training model has been developed to improve services to diverse families of young children with special needs. Parent/professional partnerships are modeled throughout all aspects of the training, and curriculum and cultural competence materials have been field-tested in an extremely culturally and linguistically diverse area. This project seeks to deliver this training model and staff expertise to a minimum of 100 agencies and programs at state and community levels over three years. During the first year, project staff will concentrate on working with agencies to disseminate the model in the District of Columbia, Baltimore, Maryland, and Norfolk, Virginia, two of which are Enterprise Communities, the other being an Empowerment Zone. Concurrently, the staff will develop and field-test a guide to assist parent/professional teams to adapt MECCT materials for a broad range of uses and different types of audiences. For the following two years of the project, staff will work in collaboration with the National Early Childhood Technical Assistance Center to replicate the model throughout the country.

Products: A wide range of established national networks are already slated to receive the complete training package, and articles will be submitted for publication in a variety of professional journals. The trainer s manual and supplementary guide include a variety of resources to facilitate model adoption, as well as guidelines for adapting materials for different audiences, case studies, and additional resources.

Grant Number: H024D60016

Special Care Outreach

Project Director: GARLAND, CORINNE

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

CHILD DEVELOPMENT RESOURCES, INC. BOARD OF DIRECTORS
PO BOX 280
NORGE, VA 23127-0280
(804)566-3300

Purpose: To expand child care and inclusive placement options for children with disabilities from birth through five years and for their families through replication of a proven model of training for home-and center-based child care providers.

Method: This project addresses the need for child care both as a family support service and as an option for natural and inclusive placements within the context of the IFSP or IEP. The Special Care model offers a 6-unit, 8-hour curriculum that increases caregivers knowledge and level of comfort in caring for children with disabilities, promotes collaboration at the community level between caregivers and the early intervention/early childhood special education system, and builds linkages between families and trained caregivers. The project will replicate this model in 4 to 6 states in which the lead agencies for Part H and/or the SEA have requested assistance. Staff will work with local interagency coordinating councils in each state to replicate the model in a total of 6-9 communities in Year One, giving priorities to Empowerment Zones and Enterprise Communities. In subsequent years, the project will work with the national early childhood technical assistance center to identify other states for replication. The project will provide replication sites with technical assistance to foster collaboration between the child care system and the early intervention/early childhood special education systems, as well as cultivating linkages between families and trained caregivers. At each replication site, replication trainers will be identified to participate in project training. This strategy will ensure that local replication site personnel are sufficiently fluent in Special Care training content and process to conduct similar training in their own communities, supported by the Special Care trainer s manual and technical assistance from project staff.

Products: Special Care curriculum and supporting materials will be packaged for national dissemination as project products, targeting agencies with responsibilities for training child care providers. Staff will prepare articles for submission to professional journals, for newsletters aimed at family networks and organizations, and to periodicals read by the child care community in order to inform them about the model, project products, model impact, and replication assistance. Presentations and displays at national conferences are also planned, as are dissemination activities using the Internet and World Wide Web.

Grant Number: H024D60019

CO-TEACH Early Intervention Outreach Project

Project Director: van den Pol, Richard

Beginning Date: Jun 1, 1996
Ending Date: May 31, 1999

UNIVERSITY OF MONTANA
DIVISION OF EDUCATIONAL RESEARCH AND SERVICE
SCHOOL OF EDUCATION UNIVERSITY OF MONTANA
MISSOULA, MT 59812
(406)243-5344

Purpose: To disseminate and replicate the CO-TEACH Early Intervention Model and its components to additional sites.

Method: The CO-TEACH model s components include: family centered services; collaborative teaming; health, safety and accessibility lessons and accommodations; IEP/IFSP management; positive behavior management; social skills instruction; transition management; inclusion curriculum; and the use of video technology to reach widely scattered sites. The model was originally designed for use by underfunded rural programs, and dissemination to likewise pressured urban programs is expected to succeed due to flexible child and family support methods readily incorporating local cultural values and practices. Informational videotapes are used to minimize literacy requirements of families, and to enhance transition into inclusive kindergarten settings. Key staff for this outreach project will include three experienced early intervention professionals with experience serving culturally diverse populations, a parent of two children with disabilities, and a Native American speech pathologist. The outreach process will utilize two major technical assistance activities (including a sequence of workshops and site visits) and follow-along activities. Consumer-centered outreach activities will be driven by each sites self-identified needs for various CO-TEACH components. Individualized Mentoring Plans will also be developed, specifying services, responsible parties, timelines, and outcome evaluation criteria.

Products: Model products to support replication include three recent commercially published books and manuals, as well as one in-house manual. All publishers have agreed to allow photocopying of materials for training.

Grant Number: H024D60023

Creating Systems Change to Improve Services to Young Children with Disabilities

Project Director: BRICKER, DIANE

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
CENTER ON HUMAN DEVELOPMENT
5219 UNIVERSITY OF OREGON
EUGENE, OR 97403-5219
(541)346-0807

Purpose: To implement a multi-site, multi-state outreach training project using information generated from a proven model of exemplary practices previously funded by the EEPCD Model Demonstration Program.

Method: Training sites will be able to choose from a menu of topics (including curriculum-based assessment, functional IFSPs, involving families in assessment, and naturalistic approaches to early intervention) and how they would like the training delivered (including length of training, follow-up visits, and types of materials to be used). Although training content and strategies will be developed to meet local needs, the general procedure will consist of four phases. Phase One will entail extensive recruiting and planning conversations with state coordinators to determine state training needs and priorities. Phase Two will entail delivery of the training and follow-up/technical assistance content. Phase Three will involve training and follow-up for site/region trainees to promote the "train the trainers" approach. The final phase will entail the summative evaluation of the project s trainings and dissemination of findings.

Products: In addition to providing training and technical assistance, the project will develop a set of training materials to augment project training and to share with states and regions not participating in the training. Project staff also plan on publishing project findings in appropriate journals, chapters, and other written formats, as well as conference presentations.

Grant Number: H024D60024

Project AHEAD (At Home & At Daycare) Outreach

Project Director: JEPPESEN, M.K.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UTAH STATE UNIVERSITY
COMMUNICATIVE DISORDERS
OLD MAIN HILL
LOGAN, UT 84321-1900
(801)797-1227

Purpose: To present early intervention providers with training and resources that have been tested and proven to positively impact the skills and knowledge of the interventionist, the delivery of services achieved by child care providers, and the outcomes for children with disabilities and their families.

Method: Project staff will provide awareness meetings, materials and training to accomplish a broad understanding of the project s goals, as well as soliciting agency involvement. User-friendly resources and materials will be developed for use by AHEAD Trainers working with early intervention personnel, including a revision of the trainer s manual, home study assignments, videotape clips on effective components of home and child care visits, training guidelines, a monograph on cultural diversity, and a procedural handbook for certified trainers interested in coordinating and organizing trainings in their state. Trainers will be trained and certified at three one-week training institutes per year, with 15-20 interventionists attending each session. Newly trained trainers will receive technical assistance after they return to their states to train others. Project staff will work closely with each states CSPD Coordinator to determine how best to provide for continuing AHEAD programming using the cadre of certified trainers. Evaluation areas will include: statewide planning; trainers training; impact on early interventionists effectiveness; impact on children, families, child care providers, and agencies; state CSPD support; and monitoring, technical assistance, and followup activities.

Products: Project findings and materials will be disseminated through biannual regional SKI-HI Institute conferences, as well as other national professional conferences. Further publicization of project activities will be done using the SKI-HI newsletter and Home Oriented Program Essentials, a publishing and distribution company established expressly for SKI-HI early intervention materials. Staff will prepare articles for publication in professional journals, and will report on AHEAD activities in the annual SKI-HI institute report.

Grant Number: H024D60025

A Family-Centered Approach to Integrated Intervention Serving Infants, Toddlers, and Preschool Age Children Who Are Deaf or Hard of Hearing

Project Director: JEPPESEN, M K

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UTAH STATE UNIVERSITY
COMMUNICATIVE DISORDERS
OLD MAIN HILL
LOGAN, UT 84322-1415
(801)797-1226

Purpose: To encourage early identification and follow-up for young children with hearing impairments, and to offer innovative, individualized programming, resources, and training using the SKI-HI and Deaf Mentor approaches.

Method: The SKI-HI program offers family support in the home, or in centers if more appropriate, for families with young children who are deaf or hard of hearing. The first major component is provision of family- centered home-basedservices. The second area of SKI-HI programming is early identification and referral of the child. Ongoing audiological and otological diagnosis and assessment, personnel inservice training, team collaboration, supervision and evaluation, and public awareness activities are provided as essential components of program management. The third area of programming is support services, including family support groups and family-to-family linkages, as well as community resource linkage, material and toy lending libraries, and provision of loaner hearing aids. The Deaf Mentor program features deaf adults who make regular visits to the homes of young deaf children and their families to share American Sign Language and Deaf culture. As natural models and teachers of ASL, these men-

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tors teach the language to the family and interact directly with the child, cultivating a bilingual and bicultural family environment. This project will assist states and agencies in developing individualized implementation of SKI-HI/Deaf Mentor programming in each targeted state by collaboratively assessing state and local needs, developing agency and state commitment of resources, and developing and carrying out implementation plans. Agency personnel will receive training in implementation of the SKI-HI/Deaf Mentor model and/or components of the model. Staff will also prepare and equip certified trainers in order to ensure continuity of services. Follow-up and technical assistance activities will be provided to enhance states and agencies capacity to provide quality services.

Products: The following new materials will be prepared for distribution: modules on forming partnerships and family diversity for a new resource manual on family-centered early intervention; a monograph on promoting early literacy in young children who are deaf; video clips, transparencies, handouts, and a trainer s manual for Deaf Mentor training; and a Deaf Mentor operational procedures handbook. Agencies in four states will receive outreach services to assist in their implementation of SKI-HI/Deaf Mentor services, and the new implementation sites will receive materials they need for service delivery, as well as training for 75 professionals. Eight to ten new local trainers will be certified to provide training in this model, and the nationwide trainer system will be updated through a regular newsletter, updated training materials, and opportunities to attend trainer sessions at regional conferences.

Grant Number: H024D60029

The TRAC Outreach Project

Project Director: UDELL, TOM

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

WESTERN OREGON STATE COLLEGE
TEACHING RESEARCH DIVISION
345 N. MONMOUTH AVENUE
MONMOUTH, OR 97361-1314
(503)838-8785

Purpose: To provide outreach services and training to increase the quality and availability of services to children with disabilities and their families within community preschools and child care centers.

Method: This project intends to provide outreach services to community child care and preschool providers for the purpose of equipping them with the skills needed to serve children with disabilities. Training in the modular TRAC model will be provided to administrators, teachers, and assistant teachers from community programs serving children with disabilities ages 3 to 6 years. The TRAC model includes modules addressing the following subjects: appropriate practices; disabilities; social behavior; family involvement; and developmentally appropriate curriculum. The model also emphasizes interagency coordination and provision of services in the least restrictive environment. The Teaching Research Child Development Center will serve as a demonstration site for the project, and currently serves local children ages 3 to 6 years including those with, without, and at risk for disabilities. Individualized followup technical assistance and support will be provided to participants to maximize implementation of model components. Second generation training will be provided to community child care and preschool providers and related professionals within Oregon as well as nationally. Technical assistance and support will be provided to these second generation sites as they deliver further cascaded training at their local sites.

Products: Project activities and findings will be disseminated at several levels during the grant period including awareness materials and presentations, replication training, the use of cascaded training and the use of second generation training sites. Findings and materials will also be disseminated through the Internet and a project homepage.

Grant Number: H024D60030

Pacific Outreach Project to Provide and Improve Services for Culturally Diverse Children Ages Birth to Eight with Disabilities Using a Family Centered Transdisciplinary/Transagency Service Delivery Model

Project Director: STODDEN, ROBERT

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF HAWAII
UNIVERSITY AFFILIATED PROGRAM
2540 MAILE WAY SPALDING 253
HONOLULU, HI 96822
(808)956-9199

Purpose: To provide training to early childhood staff in the Pacific Basin on family-centered transdisciplinary/transagency (Td/Ta) service delivery.

Method: The proposed project will provide awareness training, replication training and technical assistance, and training for trainers in the Family Centered Td/Ta model of service delivery. In Year One, six awareness trainings will be provided at regional and national conferences as well as on-site at direct service programs interested in family-centered Td/Ta service provision. Replication trainings followed up by technical assistance will be provided to staff at 11 early intervention/early childhood programs. Administrative training and technical assistance will also be provided at these sites. In addition, early childhood college teaching staff in the Pacific Basin and UAP staff in Guam and Hawaii will be invited to participate in full replication training and followup technical assistance. Training for trainers will be provided to 20 participants this year, to include staff from replication sites, colleges, and UAPs. This year s activities will also include development of awareness, replication and technical assistance training modules and review of all commercial materials used in the training to make sure they are culturally appropriate and relevant to participants learning needs. In Year Two, 5 new awareness trainings will be provided, as will further replication and technical assistance training. An advanced training for trainers workshop will be held for graduates of the first year s program. Materials development and revision will continue in this year. Year Three will see six awareness trainings, a second week of on-site technical assistance at replication sites, further administrative support, and another advanced training for trainers workshop. Data collected over the three years (including participant evaluations, replications sites accomplishment of action plan goals, components of the model most and least replicated across sites, and overall impact of families, children and staff) will be compiled, analyzed and made available for dissemination.

Products: Through training, technical assistance, and general replication support, staff at each replication site will be able to implement the Family-CenteredTransdisciplinary/Transagency Service Delivery Model, and will be able to provide training and technical assistance to other early childhood program staff in the Pacific Basin interested in replicating this model. Activities and findings of the project will be publicized and disseminated through poster sessions, a networking paper, workshop presentations, and keynote addresses at state, regional, and national conferences. In addition, staff will submit articles about the FCTd/Ta model to professional journals. Appearances of radio and television shows, articles in professional newsletters, journals, and newspapers and over computer information networks will also be used to disseminate findings.

Grant Number: H024D60031

The Family Consultant Training Model

Project Director: BUNSE, CAROL

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

WESTERN OREGON STATE COLLEGE
TEACHING RESEARCH DIVISION
345 N MONMOUTH AVENUE
MONMOUTH, OR 97361-1314
(503)838-8774

Purpose: To increase quality services to young children and families receiving home-based early intervention services.

Method: The project proposes to disseminate and replicate on a state, regional, and national basis the recommended practices included in the Family Consultant Training model to improve the quality and availability of services to infants and toddlers with disabilities and their families. Training will include awareness training, knowledge level training, and skill implementation training, tuned to meet individual participant needs and provided through both a validated inservice model and a "train the trainers" cascading model. Basic training activities will incorporate a variety of experiential learning techniques such as role play, video and live demonstrations, self-guided study material, and direct observation of hands-on sessions with children. Beginning in the second project year, separate training will be offered to persons interested in becoming trainers and mentors in their local agencies and systems. As many of these trainer/mentors are also full time service providers, project staff will work with administrators to provide a support system for these individuals. Funds will be budgeted to compensate trainer/mentors as they begin locally tailored training plans, and such technological avenues as distance teaching, computer assisted training, and video lecturing will be used by individual replication sites for some components of training.

Products: Awareness materials will be distributed to educational and other agencies through conventional media as well as a project Homepage. Project staff will participate in state, regional, and national workshops and conferences, and will prepare and submit a journal article for submission.

Grant Number: H024D60032

Family Enhancement Outreach Training Project

Project Director: WARD, PATRICIA

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

ORELENA HAWKS PUCKETT INSTITUTE
116 SOUTH STERLING STREET
MORGANTON, NC 28655

Purpose: To promote and enhance early intervention practitioners ability to identify and meet the needs and concerns of infants and toddlers with disabilities and their families using Individualized Family Service Planes to enable and empower families.

Method: A multidisciplinary team (including a parent) will be the core of the training, which will specifically focus on collaboration among early intervention practitioners, parents, and project staff. Training sites will be identified through Lead Agencies in each participating state and jurisdiction responsible for implementing early intervention services. Six sites will receive outreach training each year of the project, to include the following: on-site training; followup technical assistance and consultation; a second on-site training; and monthly written contact with all training participants. Training will focus on planning and implementation offamily-centered assessment and intervention models, and improving practitioners skills in meeting child and family needs in normalized and normative manners. Practitioners abilities to identify and promote those child competencies needed to function in least restrictive educational and community environments will also be addressed. Evaluation will focus on the extent to which program plans and activities are implemented and outcomes are attained, and the extent to which the project has positive effects on targeted audiences.

Products: The major project product will be a manual for replicating the training model for promoting competencies of early intervention practitioners. The manual will include the training curriculum and the methods and procedures used at sites. Further dissemination materials are already available as products of the model-demonstration and research projects on which this outreach project is based. Project staff also plan on publishing at least two manuscripts in professional journals, making several presentations at professional conferences, developing a World Wide Web page for the project, distributing project information through national clearinghouses, and securing further coverage through press releases.

Grant Number: H024D60034

EXCEPTIONAL Challenge Project

Project Director: APPOLONI, TONY

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

SONOMA STATE UNIVERSITY
ACAD FOUNDATION
CALIFORNIA INSTITUTE ON HUMAN SERVICES
1801 E COTATI AVENUE
ROHNERT PARK, CA 94928-3609
(707)664-2416

Purpose: To assist five states and the outer Pacific area in tailoring their improved projects to meet their needs, providing initial training-of-trainers formultidisciplinary, interagency teams who then train local community leaders and provide training for community college instructors preparing preservice personnel.

Method: The project will assist California, Minnesota, the outer Pacific, New York, and one additional state to tailor their program to meet their needs (and to leverage state resources). Staff and/or designated representatives will be trained from Part H lead agencies, state educational agencies, child care lead agencies, prominent parent organizations, and other relevant networks through the intensive nine day EXCEPTIONAL Challenge Institute and a follow-up two day technical assistance and long-range planning seminar. Staff will also train community college instructors of early childhood education to incorporate EXCEPTIONAL materials in their preservice courses, and will monitor the training of an average of 1,360 local leaders in community teams, targeting enterprise communities and empowerment zones. Technical assistance and support will be provided through scheduled teleconferences, Internet technical assistance, and peer support to the cadres and community college instructors. The basic training will be adapted for native speakers of Spanish and Chinese. Staff will model parent-professional coordination in all outreach activities, and in project staffing and workshop facilitation.

Products: A minimum of 70% of state cadre and community team trainees will demonstrate 100% mastery of all content competencies compared to project standards. At least 70% of randomly sampled state cadre and community team trainers will rate the project as having significantly enhanced their child care services for young children and their families in terms of options, access, and direct service at the local level.

Grant Number: H024D60042

PIWI Outreach: Facilitating Development through Parent-Infant Play Groups

Project Director: MCCOLLUM, JEANETTE

Beginning Date: Aug 21, 1996
Ending Date: Aug 20, 1999

UNIVERSITY OF ILLINOIS
BOARD OF TRUSTEES COLLEGE OF EDUCATION
801 S WRIGHT STREET
CHAMPAIGN, IL 61821
(217)333-0260

Purpose: To assist early intervention personnel to develop and implement parent-infant play groups that will facilitate development among infants and toddlers with disabilities.

Method: The PIWI model is based on a two-tier interactional framework. The primary tier encompassed by the model is the parent-child relationship, while the second tier is found in the relationship between the interventionists and the dyad. The model focuses on fostering developmentally supportive interaction contexts for the child, while building the parent s competence and confidence as an interactive partner. Step One of training is set in a three day training, including an overview of model components, observation of play groups, and development of individual action plans. Step Two provides on-site training in model components, introduction to a checklist monitoring play groups fidelity to the plan, and trainer observation and support. Step Three provides training to reliability on use of the checklist and a gradual transfer of responsibility from trainers to outreach sites. The fourth and final step features ongoing support and consultation, ongoing self-assessment,and evaluation. Through this project, a set of training materials describing the guidelines, format and procedures for implementing the parent-child play group model will be disseminated nationally. A systematic training approach based on principles of adult learning will be implemented through a training-of-trainers model to develop PIWI replication sites in Illinois and other states.

Products: Through this project, early interventionists will strengthen their service provision by explicitly and consciously recognizing and enhancing parent-child relationships as the foundation of early intervention practice, as well as the relationships between dyads and interventionists. Information about program activities, the availability of materials, and outreach training sites will be disseminated through the current statewide system of early intervention training opportunity notification, as well as through the newsletter of the Birth-to-Three Clearinghouse. State and national conferences will also be used to disseminate project materials, and news releases will be distributed through national newsletters. Articles describing the model will be submitted for publication in professional journals.

Grant Number: H024D60050

Portage Project Model

Project Director: HERDIGA, JULIA

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 1999

CESA 5 PORTAGE PROJECT
626 E SLIFER
PORTAGE, WI 53901
(608)742-8811

Purpose: To assist states, agencies, and local programs to develop, implement, and maintain high quality services for unserved and underserved children with disabilities and their families across a variety of settings and program options in the United States.

Method: The Portage Project proposes to meet the needs of state and local agencies throughout the country through the provision of training addressing the provision of services from an ecological perspective. Technical assistance will be provided on an extensive range of issues related to staff development, reflective professional guidance, and mentoring. All efforts will focus on the full and effective partnership with families in the planning and implementation of services for young children. Specific training competencies include development of: ongoing communication and observation to better understand family ways; effective and facilitative communication strategies; mutual trust in parent-professional relationships; knowledge of family systems; facilitating nurturing parent-child interaction; and fostering the role of parents as the family s primary decision-makers. A separate training component focuses on skills relating to development of the IEP and IFSP, and a third component focuses on the trainee s ability to implement services in a variety of natural settings. Outreach activities will focus on providing intensive initial training, ongoing implementation support, related materials to assist in mentoring and full implementation, and monitoring and evaluation to determine effectiveness and degree to which practices are meeting the needs of children and their families. The Project will incorporate the regional training and mentoring model, thereby increasing the potential impact through development of local site trainer/mentors.

Products: Major research-based products will include: the Portage Classroom Curriculum, designed to facilitate group assessment and instruction of children in integrated settings; Special Training for Special Needs training modules to support day care and other child care providers in serving children with disabilities; and the Growing: Birth to Three Curriculum, designed to support implementation of interactive intervention strategies in programs serving young children and their families.

Grant Number: H024D60053

Project Coach Outreach: Transdisciplinary Consultation/Coaching Training for Building Infant/Toddler Teams & Linking to Part B to Promote Services in Natural Environments

Project Director: SIDERS, JANE

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF SOUTHERN MISSISSIPPI
INSTITUTE FOR DISABILITY STUDIES
SOUTHERN STATION BOX 5163
HATTIESBURG, MS 39406-5163
(601)266-5163

Purpose: To provide training which will promote family-centered serviceprovision in least restrictive environments, including home, family day care, Head Start and other early childhood programs.

Method: Local interventionists will be trained to work as team members and consultants in natural settings in order to ensure that least restrictive service options are available to families for their children. The project will provide and install a flexible outreach team training and support model which has been developed and evaluated by two projects, an EEPCD inservice project and an outreach training project for preschool teams. Training will include using individualized coaching to address the unique needs of the child, family, and caregiver in either family or center-based child care. Willowood Center, an established fully inclusive intervention program for infants, toddlers, and preschoolers located in an Enterprise Community in Jackson, Mississippi will serve as the training and demonstration site throughout the project. Through a variety of training strategies, including mentoring in the field, training will first reach local providers and then be expended through the Part H network across the state. Model site staff will serve as ongoing mentors and demonstrators, and an itinerant mentor team will be based at the center, working in such community sites as child care centers, Head Start centers, family day care, and homes. Service coordinators in the Part H service area will provide input for the project training plan to ensure that training locations and activities meet local needs. Part H Mississippi will offer incentives to other agencies in providing community-basedservices in natural settings through the awarding of cost-sharing contracts. During Years 2 and 3, the project will train additional teams, providing ongoing technical assistance and materials and promoting reciprocal sharing across sites. Training materials for basic and discrete competencies will be refined, evaluated, and expanded to allow for differences among early intervention systems. Critical competencies for consultation and coaching will be further evaluated in light of different curricula, settings, and participant response and evaluation. Evaluation will include input, process and outcome data.

Products: Products refined and developed for this project will consist of combinations of print and video tape media. Within Mississippi, dissemination will take place through professional publications, conferences and newsletter communications. Regional and national dissemination activities will include paper, poster and workshop presentations at major professional conferences and meetings. Staff and participants will be encouraged to submit articles for publication in professional journals. Mailings concerning training events will be made to appropriate state and national audiences using network information.

Grant Number: H024D70006

TIME (Training in a Manila Envelope): A Child Care plus+ Outreach Project to Expand Care and Education Options for Young Children with Disabilities and Their Families

Project Director: Morris, Sandra

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Montana
Montana University Affiliated Rural Institut
52 Corbin Hall
Missoula, MT 59812
(406)243-2891

Purpose: The TIME project proposes to replicate the Child Care plus (CC+) model of inservice training by providing: 1) a course on inclusion directly for child care providers and other early childhood professionals in rural areas across the nation, and 2) training for learning facilitators to replicate the model in local areas.

Method: TIME is designed to: 1) promote awareness of the model; 2) develop/disseminate products, including the TIME Tool Kit which is designed to facilitate replication of the model s processes and procedures; 3) provide technical assistance related to replication and implementation; 4) conduct replication training sessions on model components, such as adult learning and the inclusion curriculum; 5) facilitate the self-study course; and 6) coordinate project activities with local, state, and national programs. TIME uses lifelong learning practices matched with accessible methods to help child care providers in rural areas who may have specific needs and limited resources. Each year, approximately 50 providers will participate in skill-based training provided by the project by enrolling in a comprehensive university course on the basic practices and skills which promote inclusion of young children with disabilities in early childhood settings. The four-creditself-study course emphasizes self-direction and adult learning principles. In addition, at least 350 other providers will participate in self-study courses facilitated by 15 learning facilitators replicating the model in local areas.

Products: The project will produce technical reports that address major findings, service practice recommendations, and cost factors. Additionally, brief summary reports on topics related to early childhood settings for children with disabilities will be written specifically for legislators and community development leaders to assist them in developing plans and policies which can positively impact the development of early intervention and family support systems. In addition, the project will update the CC+ Workshop Descriptions (synopsis of 30 workshop and training sessions) and further develop the TIME Self-Study Guide for Learning Facilitators. The TIME Tool Kit for Learning Facilitators in Rural Areas, a package of fully reproducible materials, will be redesigned.

Grant Number: H024D70012

SPARK: Skills Promoted through Arts, Reading, and Knowledge

Project Director: Fowler, Susan

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Illinois
College of Education
109 Coble Hall
801 S. Wright St.
Champaign, IL 61820
(217)333-4123

Purpose: This project addresses the needs of an increasingly culturally diverse population by providing a preschool curriculum model that is designed to provide a creative arts curriculum for teachers of young children with developmental delays or at risk of developing delays. The project involves implementation of a creative arts curriculum based on stories and resources from many cultural and ethnic traditions, inservice training and ongoing support to enhance the implementation of the curriculum model, and materials to enable families to participate in their child s education.

Method: The outreach design consists of six major steps: awareness and site selection, planning of the individual site plan, implementation of training, technical assistance, evaluation of outreach implementation, and dissemination of information. Three states have been identified for the first year of outreach (Kentucky, Illinois, and North Carolina) and three other states (Arizona, Louisiana, and Kansas) have indicated interest in participating in the outreach effort in subsequent years. Five communities in each state have agreed to replicate the model and each community will have a minimum of three implementing classrooms. Teachers will learn to use effective teaching practices for all children, self evaluate their implementation of the SPARK model, and promote child learning; supervisory personnel will be trained to observe teacher s implementation of the model and train new staff to use the model; parents will be given guidelines that will enable them to support the child s classroom experiences; and children with widely differing cultural backgrounds and skill levels will achieve success at their own level while engaged in highly interesting, process-oriented activities.

Products: The project will result in a replicable outreach model for implementing a creative arts curriculum with culturally diverse preschool children.

Grant Number: H024D70013

Project SUNRISE Outreach (Systematic Use of Newly Researched Interventions by Special Educators)

Project Director: Raab, Melinda M.; Dunst, Carl J.

Beginning Date: Oct 31, 1997
Ending Date: Sep 30, 2000

Orelena Hawks Puckett Institute
189 E. Chestnut Street
Asheville, NC 28801
(704)255-0470

Purpose: The goal of Project SUNRISE Outreach is to provide training and assistance to early intervention and early childhood special education programs to promote the adoption of quality classroom practices in both existing and newly developing classroom settings that promote the optimal functioning of young children with disabilities and their families.

Method: Project SUNRISE will promote the adoption of high quality classroom practices through: project awareness, dissemination, consultation/technical assistance, group training activities, on-site training, coordination, and product development. The classroom model focuses on the influence of classroom practices on child and caregiver behavior and includes practices that are family-centered, developmentally appropriate, routine-based and activity-based, functional, and responsive to children and families. The outreach methods and strategies are highly responsive, individualized, and considerate of the unique needs of adult learners and fall into six major categories: on-site replication training, project awareness, consultation/technical assistance, group training, dissemination, and coordination. Components of the model include Program Foundation and Philosophy, Management and Training, Environmental Organization, Staffing Patterns, Instructional Context, Instructional Techniques, and Program Evaluation.

Products: The project will result in a replicable classroom model effective in serving children (ages birth to 8) with all types and degrees of disabilities as well as children without disabilities, from all socioeconomic backgrounds and cultural/racial groups. Products will include a project resource list, outreach training activities, published articles and papers, presentations at conferences, and dissemination of information and materials via the Internet and World Wide Web.

Grant Number: H024D70014

Expressive Arts Education

Project Director: Hutinger, Patricia L.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Western Illinois University
1 University Circle
Macomb, IL 61455
(309)298-1634

Purpose: The Expressive Arts (EA) model demonstrates naturalistic intervention methods in a developmentally appropriate, activity-based expressive arts curriculum for children three to eight years old who have mild to severe disabilities. It ensures access to activities in the arts that are an accepted part of regular early childhood programs in typical settings.

Method: The EA model emphasizes the visual arts and includes related elements of music and dramatics. It is designed to fit into existing early intervention programs in public schools and agencies and is built on a sound theoretical base that provides special needs children with access to normalized and developmentally appropriate activities. Both low-technology and high-technology adaptations are used, including computers, peripherals, and software for children with severe disabilities. Activities provide opportunities for exploration and child-directed learning using developmentally appropriate strategies from regular early childhood settings. Observational learning paradigm videotapes can be used to introduce children with moderate to severe disabilities to activities, and the model s data collection instruments can measure child progress and are a contribution to the field.

Products: The results of children participating in EA activities and accompanying adaptations demonstrate positive outcomes for children in aspects of cognition, communication, social abilities, gross motor, fine motor, and expressive arts abilities. EA products include the ArtExpress curriculum, a selection of manuals for early childhood staff and families, videotapes, and computer software. Effectiveness data demonstrate the positive outcomes offered by the arts to young children with disabilities, focusing increasing attention and acceptance on the importance of art in the acquisition of important areas of development.

Grant Number: H024D70015

Multi-Statewide Outreach: Technical Assessment Teams to Address Challenging Behavior

Project Director: McEvoy, Mary A.; Reichle, Joe

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Minnesota
Center for Early Education and Development
215 Pattee Hall
Minneapolis, MN 55455-0223
(612)624-5780

Purpose: This project will establish state-wide networks in Tennessee, Minnesota, and New York for the intervention and prevention of challenging behavior in young children with disabilities. State education agencies, institutions of higher education, and selected local school districts will collaborate to develop technical assistance teams, disseminate information, and provide personnel development within each state network.

Method: In year one, the University of Minnesota (UM), the State University of New York at Geneseo (SUNY-G), and East Tennessee State University (ETSU) will each select three local school districts that wish to establish technical assistance teams to assist parents and professionals who work with children who exhibit challenging behavior. Regional public/private colleges or universities that are proximal to each school district will also be selected. The UM, SUNY-G, and ETSU will each host five-day summer institutes to train faculty from the regional colleges and universities to provide preservice training in the area of challenging behaviors. Representatives from the selected local school districts and parents/family advocates will also be invited to the summer institutes. ETSU, UM, and SUNY-G will provide inservice training and technical assistance to the selected school districts during year 1. After year 1, the UM, SUNY-G, and ETSU will fade from the selected sites and the regional colleges/universities will remain as a primary resource for preservice, inservice, and technical assistance to the now-established teams. Three more local districts and regional colleges/universities will be selected in year 2 and then again in year 3, thus establishing a cadre of resources throughout each state.

Products: This project will result in: (1) development of state-widenetworks to address the prevention and intervention of young children s challenging behavior; (2) linking of trained faculty from institutions of higher education with district-wide teams; (3) a series of best practice modules designed for professionals who serve young children with challenging behavior; (4) a series of best practice modules for parents, focusing on prevention of situations that could lead to challenging behaviors; (5) a slide, videotape, and instructional packet describing the inservice and technical assistance model; and (6) an informational manual to assist regional university personnel and local school administrators to implement the proposed model.

Grant Number: H024D70018

Project SEARCH Outreach (Systems Effects of the Acquisition of Response-Contingent Human Behavior)

Project Director: Raab, Melinda M.; Dunst, Carl J.

Beginning Date: Oct 31, 1997
Ending Date: Sep 30, 2000

Orelena Hawks Puckett Institute
189 E. Chestnut St.
Asheville, NC 28801
(704)255-0470

Purpose: The goal of Project SEARCH Outreach is to promote adoption of an approach for enhancing child capabilities and documenting the outcomes of intervention with children, birth to 8 years of age, who are very young developmentally. The project will promote and enhance early intervention practitioners abilities to promote child learning capacity and document the extended benefits of this learning on the child and his or her caregivers.

Method: The outreach methods and strategies to be used are highly responsive, individualized, and considerate of the unique needs of adult learners and fall into six major categories: on-site replication training, project awareness, consultation/technical assistance, group training, dissemination, and coordination. The intervention and evaluation model upon which all outreach activities are based emphasizes active learning games as a basis for: promoting child competence; the documentation of extended benefits of learning games on both child and caregiver behavior as the indicators of intervention outcomes; and parent-professional partnerships as the mechanism for developing, implementing, and documenting the effects of interventions. The model includes procedures for identifying child strengths and selecting target behaviors; procedures for developing and implementing active learning games that will provide the child with learning opportunities; and procedures for assessing and documenting the extended benefits of learning games. Major outreach activities will occur in North Carolina, Tennessee, and West Virginia during the first year of the project and in additional states during years 2 and 3.

Products: Products disseminated by this project will include a resource list, outreach training information, journal articles, and conference presentations.

Grant Number: H024D70019

Caring for Infants and Toddlers with Disabilities: New Roles for Physicians

Project Director: Garland, Corinne W.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Child Development Resources, Inc.
150 Point O Woods Road
PO Box 280
Norge, VA 23127-0280
(757)566-3300

Purpose: This outreach project aims to replicate the Caring for Infants and Toddlers (CFIT) model, which addresses the involvement of physicians in community early intervention systems. The training model provides pediatricians and family physicians with the information and skills they need to be full participants in community-based early intervention teams. The project has three goals: collaborate with Part H lead agency personnel and state chapters of the American Academies of Pediatrics and Family Physicians to plan and implement model replication activities in six to nine states; replicate the CFIT model of training with physicians, leading to their increased knowledge and skills regarding family-centered early intervention services for children with disabilities; and promote awareness and replication of the model and its products through dissemination activities.

Method: The outreach design includes a four-step process: selection of replication sites; replication of the three components of the CFIT model, including state planning, introductory seminars, and independent study; technical assistance to replication sites; and evaluation. Replication of the CFIT model components involves working with each state to develop a leadership planning group, working with the planning group to develop a written action plan for training, customizing the independent study manual for each state, conducting introductory seminars, distributing independent study manuals and audiotapes, and providing continuing medical education documents.

Products: Project products will include a videotape of a CFIT seminar, project awareness materials on the World Wide Web and displayed at conferences, a revised independent study manual, audiotapes, journal articles, and conference presentations.

Grant Number: H024D70020

LitTECH Interactive

Project Director: Hutinger, Patricia L.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Western Illinois University
1 University Circle
Macomb, IL 61455
(309)298-1634

Purpose: This project will replicate a developmentally appropriate interactive technology literacy curriculum model into early childhood special education programs serving children age three to six with mild to moderate disabilities.

Method: The project will train participants to implement the LitTECH model through traditional, on-site trainer-trainee instruction supported by a home page on the World Wide Web, electronic mail, an electronic bulletin board, and a toll-free telephone to support and continue the service.

Products: New state-of-the-art products that will be generated by the project include LitTech Interactive on CD-ROM; a LitTech home page on Macomb Projects Web Site; Eency Weency Web, a children s interactive web site; Frequently Asked Questions both in print and on the Web site; and a videotape covering the implementation of LitTech Interactive.

Grant Number: H024D70025

LEAP Outreach

Project Director: Strain, Philip

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2000

University of Colorado at Denver
Sponsored Programs
Campus Box 123, PO Box 173364
Denver, CO 80217-3364
(303)620-4494

Purpose: The LEAP Outreach project will provide training to early intervention staff in 24 replication sites in Colorado, New York, Minnesota, and Oregon. The primary goal of this training is to assist children with autism in reaching their optimum level of development and to assist families of children with autism to reach their optimum level of effectiveness and confidence as they and their children are integrated into their respective communities.

Method: To achieve its primary goal, the project has designed an outreach model that emphasizes systematic teaching tactics, direct observation to assess teaching outcomes, and training of parents and peers. It intends to match the scope and sequence of outreach activities to the political, economic, and logistical realities at specific sites. It will provide for updating of training content to match intervention advances at the demonstration site and will offer training and follow-up technical assistance for early intervention staff and site managers. Careful and comprehensive data collection will be used and experimental designs will help document the effects of the outreach training on service providers, children, and families. Replication sites will be provided with a long-term supportive relationship with the demonstration site.

Products: In the classroom-related modules, trainees will acquire skills in classroom organization, lesson development and planning, volunteer utilization, conducting developmental assessments, observing child behavior, instruction of children in child-directed and teacher-directed groups, and evaluating instructional outcomes. In the family participation modules, trainees acquire skills in family assessment, individualized family service plans, observing parent-child interaction, family consultation, and monitoring intervention effectiveness. The project will build on the supporting mechanisms and policies at the state level to ensure long-termsupport for the replication sites. The dissemination and replication of this service delivery model will directly impact the lives of over 1,000 children and their families, offering national-level contributions to the knowledge and practice in the profession.

Grant Number: H024D70028

FACETS: Family-guided Approaches to Collaborative Early Intervention Training and Services

Project Director: Lindeman, David

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Kansas
Schiefelbusch Institute for Life Span Studies
University of Kansas
Lawrence, KS 66045
(316)421-6550

Purpose: This project will address the challenges associated with delivery of family-guided intervention by providing "how-to" information for family members, early interventionists, specialty disciplines, and administrators. FACETS addresses the assurance of meaningful family participation and decision making in the assessment-intervention process and offers strategies for assuring effective interdisciplinary and interagency collaboration.

Method: This outreach project builds on a previously validated model demonstration. In the project, family members guide the early intervention process by determining their own priorities and preferences, providing them the opportunity to make meaningful choices in intervention. The model consists of five discrete, replicable, and interacting components: 1) family-guided activity-based intervention; 2) using daily routines as a context for intervention; 3) developmentally appropriate, child-centered intervention strategies; 4) involving caregivers in teaching/learning; and 5) interagency/interdisciplinary team planning and progress monitoring.

Products: The five project components have been demonstrated to be effective and are supported by print or video materials allowing each to be adopted and replicated. Participating outreach sites will prioritize the components that best match self-identified needs. Outreach training and follow-up assistance will be provided to five new outreach sites each year, for a total of at least 15 programs, with an estimated impact on 25 inservice professionals and 750 children and families. Dissemination activities are expected to impact at least 50 agencies and 500 inservice professionals.

Grant Number: H024D70034

Project INTEGRATE: Integrated and Naturalistic Therapy and Education Garnered from Research and Treatment Experiences

Project Director: McWilliam, R. A.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of North Carolina at Chapel Hill
Frank Porter Graham Ch
University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-4100
(919)966-7485

Purpose: The purpose of this project is to disseminate a model of service delivery that leads to increasing integration of therapy and special education. It is based on five years of federally funded research that de-

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veloped a continuum of service delivery models: individual pullout, small-group pullout, one-on-one in classroom, group activity, integrated within routines, and consultation. One of the important features of the project is to conceive of therapy and other consultatative services in terms of this continuum and not simply as a dichotomy such as in-class versus out-of-class.

Method: The project will foster the adaptation of integrated services through four levels of model adoption: awareness, knowledge, implementation, and systems change. Presentations will be used to increase awareness, workshops will be used to increase knowledge and implementation, and in-depth consultation will be used to increase systems change.

Products: The model will be disseminated through awareness presentations and through manuals, articles, and the Internet. The manuals will target regular education teachers, special education teachers, occupational therapists, physical therapists, speech-language pathologists, administrators, and parents. Both practitioner-level and research articles will be written and submitted for publication. The project will establish and continually update its World Wide Web pages.

Grant Number: H024D70035

Developmental Therapy-Developmental Teaching: An Outreach Project for Young Children with Social-Emotional-Behavioral Disabilities

Project Director: Davis, Karen R.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Georgia
Family Service Unit Dawson Hall
College of Family & Consumer Science
Athens, GA 30601
(706)369-5689

Purpose: This outreach project is based on the validated Developmental Therapy-Developmental Teaching model originally designed for young children with severe emotional/behavioral problems and their families. It emphasizes teaching skills which foster a child s social-emotional-behavioral competence. It has proven effective in inclusive settings and can be integrated into other early childhood pre-academic curricula. Family involvement and simultaneous home implementation of model practices are integral aspects of the model.

Method: The project will assist early childhood and local child care programs in replicating components of the model in inclusive and pull-out settings for children with social-emotional-behavioral disabilities and their families. The project will assist participants in acquiring specific skills to foster the children s growth. Emphasis will be on model applications in typical daily social activities.

Products: Project objectives include dissemination of information about the model and general training for early childhood programs and families of participating children. The model will be implemented at selected replication sites with staff development materials being adapted to the needs of participants at each site and resources available for both on-site and distance learning via satellite. The impact of the project will be evaluated regarding the proficiency of participating personnel and families, their evaluation of the helpfulness and effectiveness of the outreach program, and the progress of participating children.

Grant Number: H024D70036

Outreach Services to Assist States to Replicate a Training Model for Early Interventionists in a Low Incidence Disability Condition: Blindness and Visual Impairment

Project Director: Jeppesen, M. K.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Utah State University
College of Education/Com D
Old Main Hill
Logan, UT 84322-1415
(801)797-1226

Purpose: This project addresses the need for inservice training for early intervention/childhood personnel working with infants and preschool-aged children with low-incidence disabilities, namely blindness and visual impairments, by providing appropriate inservice training to the professionals serving these children.

Method: Over three years, the project will assist nine additional states in developing ongoing inservice training for professionals working with young children, ages birth through five, with blindness or visual impairment, through the use of their own state training teams. Approximately 75 instructors will be trained in this program to conduct training for more than 375 professionals working with over 1,000 young children and their families. The project will also provide ongoing technical assistance to the 15 states already using the inservice training model, further impacting hundreds of professionals and the children they serve in their states.

Products: The project will continue to outreach the inservice training model and materials, providing direct services to professionals in early intervention/childhood programs. It will work with three new states and provide training to 25 state instructors for each year of the project. In all, at least 375 professionals will be trained over the three years of the project. In total, more than 350 children and their families each year should benefit from the training received in the various states covered by the project.

Grant Number: H024D70037

Deaf Mentor Outreach Project: Bilingual-Bicultural Services for Infants and Toddlers Who Are Deaf

Project Director: Pittman, Paula

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1998

SKI*HI Institute
Utah State University
Dept. of Communicative Disorders
Logan, UT 84322-1900
(801)797-1226

Purpose: This project proposes to provide outreach using a model deaf mentor program which focuses on adults who are deaf sharing their language and culture with young children who are deaf and their families.

Method: The model program is designed to mesh with and complement established programs that use primarily English-only "hearing" approaches to early language programming, resulting in a bilingual-bicultural learning environment for young children who are deaf. Implementation of the program involves: primary awareness, secondary awareness, selection and site development, training of deaf mentors and parent advisors, training of supervisors/lead deaf mentors, implementation, follow-up and monitoring, technical assistance, and coordination of the deaf mentor service system.

Products: The project will result in a replicable bilingual-biculturalprogram for young children who are deaf. State-of-the-art materials for awareness, training, and dissemination will be produced, including: an outreach brochure, a bi-annual newsletter to be distributed to all implementing sites, training videotapes, training aids such as transparencies and handouts, a Deaf Mentor Operational Procedures Handbook, update and revision of Deaf Mentor Resource Manuals, and a Trainer s manual.

Grant Number: H024D70040

Delivering Individualized Support for Young Children with Autism: Outreach for State Service Systems

Project Director: Dunlap, Glen

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of South Florida
Florida Mental Health Institute
4202 E Fowler FAO 126
Tampa, FL 33620-7900
(813)974-4612

Purpose: The purpose of this proposed outreach project is to assist educational and other agencies to implement components of the Individualized Support Project, which was a model demonstration project developed to provide comprehensive and effective support for young children with autism and their families. The model provides for the development of a child s communication, social inclusion, and family support needs within natural contexts and has been in operation for more than three years.

Method: The project will work with state and local agencies to develop a plan for the implementation and evaluation of the model, and then provide training and technical assistance to establish a replication of the model or model components that are desired. After training and technical assistance are provided to establish the model, the project will work with the states to develop and implement within-state outreach replication and training activities.

Products: Dissemination of the model design, implementation, and outcomes will occur nationally through invited workshops, conference presentations, and publications. In addition, training materials for each component of the model will be available for dissemination.

Grant Number: H024D70044

Outreach: Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training

Project Director: Haggart, Ann G.

Beginning Date: Jan 1, 1998
Ending Date: Dec 31, 2000

Ann G. Haggart Associates, Inc.
P.O. Box 130
219 Drakeside Road
Hampton, NH 03843
(603)926-1316

Purpose: This early childhood outreach program for children with disabilities aims to disseminate and replicate the highly successful demonstration project, "Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training," in center-based child care programs throughout the country. The model is designed to prepare child care administrators and providers to serve young children with disabilities in center-based child care programs through a training model which addresses not only the attitudes and competencies of providers but the administrative policies and procedures which inadvertently prevent access to typical child care.

Method: The project will replicate the demonstration project "Successful Integration of Infants and Toddlers with Disabilities through Multidisciplinary Training," and it will include a focus on the child care center s administrators and provide technical assistance. Following administrator training, the caregiver staff is trained. Demonstration sites will be identified and personnel trained there. The outreach sites will provide continued assistance to the original centers and will bring on additional centers following project funding. The outreach centers will be available as demonstration sites for others to visit and learn how to access the training.

Products: The goals of the project are to increase access to center-based child care for infants and toddlers with disabilities through staff training, technical assistance, and collaboration with state and local resources and between local child care and early intervention programs. It intends to establish a dissemination, training, and technical assistance system within participating states which is independently operational and self-supporting at the end of the proposed project.

Competition 84.024K: Early Childhood Research Institute: Integration

Grant Number: H024K60001

Early Childhood Research Institute on Integration

Project Director: Odom, Samuel

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

University of North Carolina at Chapel Hill
Frank Porter Graham Ch
Chapel Hill, NC 27599
(919)966-4550

Purpose: To conduct a five year program of research identifying barriers to inclusion, design strategies for overcoming such barriers, and examine the effects of such strategies.

Method: All project research will assume that the cultural context for the child and family is central to an understanding of inclusion, and will pervade all aspects of this research. This project will begin with an in-depth ecological systems analysis of inclusion in programs located at each of four national research sites. This analysis will be followed by more specific programs of research focusing on classroom and professional factors, family and community inclusion, and social policy. The programs analyzed in the first phase of research will include public schools, private child care centers, and Head Start programs in which children with disabilities were included. This study will examine multi-level factors that may serve as barriers or facilitators of inclusion, as well as mutual influences or linkages of these factors across levels of ecological systems. During the next phase of research, staff will conduct seven studies in classroom and professional collaboration, examining strategies for designing and implementing individualized programs in developmentally appropriate environments, building professional collaboration, and supporting social skills and relationships. Next, staff will conduct five studies examining family factors related to inclusion. These studies will build on the qualitative approach to documenting and understanding family experiences outlined in the ecological systems study, and will provide a larger scale examination of patterns of community interaction for families and their children with and without disabilities. The final research phase will look at the impact of social policy on inclusion through two studies examining how policy influences families, children, and programs. Each study will address all levels of the ecological system, and will provide a synthesis that describes how the system functions.

Products: The anticipated outcomes of the initial investigations are to: (1) lay the foundation for a fundamentally better understanding of the process of inclusion and strategies for supporting implementation of innovative inclusive programs; (2) generate a series of papers that address individually each of the identified questions; (3) identify a range of definitions and goals for inclusion, which describe the similarities and diversity of inclusion across settings; (4) determine if the nature of community inclusion will vary across families and communities; and (5) generate descriptive information about curricular practices that will serve as the basis for later intervention. The anticipated outcomes for the maintenance and evolution of inclusion studies are to: (1) identify factors related to the maintenance of inclusion within each of the programs, barriers to the maintenance of inclusion, and strategies that programs employ to overcome those barriers; (2) identify factors that are important at different times in the evolution of a community-based inclusive program; (3) determine how the nature of community inclusion changes (or remains unchanged) for children with disabilities across a five year time period. In addition, the knowledge generated by the Institute will identify intervention strategies that will facilitate the family s role in decision-making regarding inclusion experiences, and clarify policy implementation issues at the state level. This course of research will gather information on the degrees of educational inclusion of over 400 children and their families. Research training will be provided to over 50 doctoral students, and a total of 32 inclusion programs will receive direct services as a byproduct of their participation in this study. Some products of the institute will include a curriculum manual as well as publications in both scholarly and consumer-oriented journals.

Competition 84.024P: Early Childhood Models: Inservice Training Projects

Grant Number: H024P50014

The Core Competency Project: A State-Wide Systems Approach to the Inservice Preparation of EI/ECSE Personnel

Project Director: TEMPLEMAN, TORRY

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

WESTERN OREGON STATE COLLEGE
TEACHING RESEARCH DIVISION
345 N. MONMOTH AVENUE
MONMOUTH, OR 97361
(503)838-8776

Purpose: To provide a system of inservice training to assist EI/ECSE personnel in meeting competencies established by the Oregon Department of Education.

Method: The proposed Core Competency Project is designed to support the development of a statewide systems approach to the preparation of early intervention personnel. The broad goal will be to bring together all current inservice/preservice programs in the state, analyze their activities, and, through project-developed materials, strengthen identified needs. The inservice training model to be used will establish a network of regional training centers, organized around each of Oregon s existing seven service areas. Following establishment of the statewide system and regional training centers, training materials for use in targeted core competency areas will be designed. Training teams will be prepared at each regional training center to conduct a variety of training and follow-up support activities.

Products: The primary efforts to disseminate and promote replication of the project will be done through training activities at the regional training centers. Presentations of findings will also be made at state, regional, and local professional gatherings, training products will be submitted for field review, and finished products will be spread via Ed-Net. In the final year, articles on the project will be developed for national newsletters and journals.

Grant Number: H024P50015

Carolina Model Inservice Training Project

Project Director: MCWILLIAM, PHYLLIS

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
FRANK PORTER GRAHAM CHILD DEVELOPMENT CENTER
300 BYNUM HALL, CB # 4100
CHAPEL HILL, NC 27599-4100
(919)929-0938

Purpose: To develop an effective and replicable inservice training model for assisting early intervention programs to apply a family-centered approach in their daily work.

Method: The project will provide training to early intervention direct service personnel in North Carolina in collaboration with state-level personnel development systems and certification requirements for infants and toddlers (Part H) and preschool-aged children with disabilities (Part B). All training will be conducted at the team level, with training consisting of a series of 6 workshops scheduled at one-monthintervals. During each workshop, participants will be presented with practical ideas for implementing family-centered principles, practice applying family-centered principles through the case method, assess the degree to which they currently engage in family-centered practices in various aspects of service provision, and develop specific plans for improving their services at both the individual and team levels. Evaluation will include a) changes in participants attitudes and beliefs about families and team collaboration; b) the ability of participants to apply family-centered principles to realistic case situations in early intervention; c) the amount of progress teams and individuals achieve in implementing their plans to become more family-centered; and d) direct observation of trainees in the workplace to assess the degree to which changes in family-centered practices occur as a result of training.

Products: An instructor s manual will be developed and distributed for use by other inservice training providers. The manual will described the model in detail and provide the necessary teaching materials for instructors to implement the model in whole or in part. Dissemination efforts will also include the publication of project evaluation results.

Grant Number: H024P50019

BEST: Building Effective Successful Teams

Project Director: OLSON, JENNIFER

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF IDAHO
IDAHO CENTER ON DEVELOPMENTAL DISABILITIES
129 WEST THIRD ST.
MOSCOW, ID 83843
(208)885-3588

Purpose: To develop, demonstrate, evaluate, and disseminate a training model designed to meet the unique needs of teams providing services to young children in collaborative inclusive settings.

Products: An inservice training package will be developed to assist public school preschool staff and Head Start personnel, including trainer s manual, videotape and workbooks. All fifty participating teams will increase their skills in collaborative teaming, activity-based learning, and family involvement in inclusion resulting in improved service delivery to all children. Training modules will have been adapted to meet the needs and strengths of Native American and Hispanic cultures and communities. The self-inservice training package will also be available for widespread dissemination.

Grant Number: H024P50023

The Confluences Inservice Project: Collaborative Influences for Excellent Services

Project Director: van den Pol, Richard

Beginning Date: May 1, 1995
Ending Date: Apr 30, 1998

UNIVERSITY OF MONTANA
SCHOOL OF EDUCATION
DERS
MISSOULA, MT 59812
(406)243-5344

Purpose: To stimulate community-wide efforts to identify and strengthen early intervention services that work, and to plan and implement collaborative strategies to meet new needs.

Method: The proposed project will demonstrate the effectiveness of a rural inservice model using a single-day workshop supported by intensive follow-along forrural communities. Important features of the proposed project will include: integration of the concept and practice of collaboration into existing practices in community coordination, transition, family centered services, and inclusion; gathering together each community s early intervention stakeholders (including families). identification and accommodation of unique cultural issues by each inservice site; coordination of workshop planning with ongoing staff development efforts by agencies and with respective administrators; intensive follow-along support by grant staff in collaboration with community liaisons; stipends to support family participation; and systematic evaluation of project impact through both objective and qualitative measures. The inservice curriculum will include a core component focusing on collaboration and diversity, as well as four complementary components addressing the role of collaboration in community-wide service coordination, family centered services, transition, and inclusion. These four components will be matched to ongoing staff development activities in cooperation with agency administrators and other community leaders, including parents.

Products: Ongoing refinements of training methods and materials, in conjunction with close evaluation of the model s effects in utilization by service providers, will yield a replicable model of inservice training for rural areas. The model will be packaged with materials and procedures for delivering inservice training and follow-up. The availability of a replicable model will ensure that service providers throughout the nation will have access to effective inservice training in collaborative methods. Since the model builds on a single-day workshop format, it will be both economical and consistent with inservice methods currently in use by most schools.

Grant Number: H024P50026

ICC Parent Training and Technical Assistance Project

Project Director: RASBOLD, RUTH-ANN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

FEDERATION FOR CHILDREN WITH SPECIAL NEEDS
95 BERKELEY STREET SUITE 104
BOSTON, MA 02116
(617)482-2915

Purpose: This project will develop a model for providing training and technical assistance to parent representatives on state Interagency Coordinating Councils throughout the country.

Method: This project will develop and field test a leadership institute institute providing ICC parents with individualized modules, formal training seminars, and follow-up support and linkage. Sample training modules are expected to cover such topics as organizational culture and development, networking, the roles of ICC parents, survival and liaison skills, negotiation, Part H, and technical skills (including setting an agenda, running a meeting, and methods of formal decision-making).

Products: Project materials will be revised and packaged for replication and dissemination. These packages will include training modules, guidelines for support, and trainer information. As a result of this project: a replicable training and technical assistance program will be available for all ICCs; parent representatives on ICCs will be less isolated and more supported both within and beyond their own states; ICC parents will be more effective ICC members; ICCs will benefit from improved training and support among members; and parents will develop skills that are applicable beyond early intervention and ICCs, enhancing their effectiveness as members of their children s education and health teams.

Grant Number: H024P50035

Inservice Training for Staff Serving Young Children with Disabilities and Limited English Proficiency: Constructive Interactions around Books and Play

Project Director: MADDOX, MARY

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

WASHINGTON RESEARCH INSTITUTE
150 NICKERSON STREET SUITE 305
SEATTLE, WA 98109
(206)285-9317

Purpose: To develop, implement, evaluate, and disseminate and inservice training model to optimize the first and second language development of young children with disabilities who are also limited in their English proficiency.

Method: The project will develop, field test, and evaluate training materials and methods which will enhance the ability of paraprofessionals and teachers to facilitate language and emergent literacy development in target children in a variety of placement settings including school district center-based programs, Head Start, and community-based child care programs. Paraprofessionals and teachers will be provided with training and materials designed to allow them, in turn, to train parents to use the techniques with their children in their first language. Guidelines and materials will be developed allowing adaptation of training videotapes and and materials into additional languages, and methods and materials will be developed for increasing paraprofessionals and teachers ability to work successfully with parents from minority backgrounds. These will include methods for optimizing the use of interpreters in presenting training materials to parents with limited English proficiency. Methods and materials will also be developed to promote "training of trainers" for key staff at sites so the inservice training can continue beyond the project grant period, independent of project staff. Short-term and follow-up evaluation data will be collected to document effects of the inservice training materials and methods in promoting language facilitation skills, as well as tracking the first and second language development of participating children.

Products: The primary outcome of this project will be a comprehensive inservice training model which capitalizes of the most current research in language development, bilingual education and developmentally appropriate practices. In addition to the training models and summary reports, staff will prepare research articles and articles for practitioners and present findings and method at professional meetings.

Grant Number: H024P50038

Project Realign

Project Director: SPENCER, HELEN

Beginning Date: Aug 15, 1995
Ending Date: Aug 14, 1998

GEORGE WASHINGTON UNIVERSITY
OFFICE OF SPONSORED RESEARCH
2121 I STREET, NW 6TH FLOOR
WASHINGTON, DC 20052
(202)994-6255

Purpose: To develop, demonstrate, evaluate, and disseminate and inservice training model which prepares multidisciplinary teams to provide inclusive options for children with disabilities, ages 3 through 6.

Method: The project s core curriculum will offer two levels of training: Inclusion Team Training and Trainer Development Training. Inclusion Team Training will focus on increasing the competency of multidisciplinary teams in relation to (1) team functioning and (2) inclusive practices. The Trainer Development process will provide experiences to selected multidisciplinary team members, preparing them for future leadership roles in the Inclusion Team Training. Core curriculum within the training will include such topics as individual work styles and strengths, communication and problem solving strategies, conflict resolution, clarifying beliefs about inclusion, and exploring and evaluating inclusion options. Teams within four specific targeted schools will design and implement inclusive options for young children with disabilities.

Products: Through participation in this program, a cadre of trainer candidates will be prepared to support continued inclusion training within the school district. A participant manual and a trainer s manual will be available for dissemination, and a replicable inservice training model which systematically prepares professionals and paraprofessionals from multiple disciplines to collaboratively develop inclusive options will have been developed, documented, and evaluated.

BEST COPY AVAILABLE

Grant Number: H024P50045

Inservice Training for Child Care Personnel and Early Intervention Professionals in Early Education

Project Director: DINNEBEIL, LAURIE

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF TOLEDO
2801 WEST BANCROFT
TOLEDO, OH 43606
(419)537-4330

Purpose: To improve caregiving skills and knowledge about children with special needs among child care personnel so that community-based child care centers and homes can be used as caregiving and possible early intervention sites.

Method: Training will be accomplished through the combination of a 10-week training session with a technical assistance component. Early intervention personnel representing a variety of disciplines will provide the technical assistance component via a collaborative consultation model. Early interventionists will complete a training program to help them master competencies needed to engage in collaborative consultation. Project activities will take place within a research and development framework; 10 discrete phases will address the processes of curriculum development, revision, and field testing. The primary field test will consist of an experimental design employing participants randomly assigned to control and experimental groups. Dependent measures will be pre-and post-test assessment of knowledge change and two direct observation measures that focus on caregiver-child interactions and the quality of caregiving environments.

Products: Potential avenues for replication and circulation of project content and training materials include: incorporation of inservice content and materials in training at Owens Community College, the Lucas County Children s Services Board, the state day care licensing standards, and YWCA child care training; materials distribution via national vendors; videotape distribution via regional public libraries; and submission of project descriptions and findings to professional conferences and journals.

Grant Number: H024P50085

Enhancing Resilience and Adaptation: The E.R.A. Project

Project Director: WILLIAMSON, GORDON

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

JOHN F. KENNEDY MEDICAL CENTER
PEDIATRIC REHABILITATION DEPARTMENT
2050 OAK TREE ROAD
EDISON, NJ 08820
(908)548-7610

Purpose: To enhance the adaptive behavior and resilience of children with limited coping resources and to support their families.

Method: The project has already validated models, products, and procedures to assess the coping styles of young children and provide intervention promoting social and adaptive functioning in natural environments. Teams from 15 agencies per year will participate in an intensive Institute addressing coping-related content and training techniques. These teams will then return to their agencies and implement inservice training over the course of at least six months. Project ERA staff will provide co-teaching, consultation, and technical assistance to the agency-based training teams throughout this inservice period. Among the nine content areas to be incorporated into ERA training, two will focus on theoretical and applied foundations of adaptive behavior, one will target the assessment of coping styles in children, one will concentrate on IFSP and IEP development, and the remaining five will consider different aspects of intervention. Sample subjects will include: how to manage the hypersensitivity of infants suffering from prenatal exposure to cocaine; how to modify an apartment in a public housing unit for a child with a physical disability who is learning to crawl; how to assist teenage mothers in learning to relate to their insecurely attached toddlers; how to foster peer play among preschool children with minimally effective coping styles; how to cope with aggressive behavior by demanding toddlers; and how to facilitate social interaction and self-initiation in withdrawn, passive infants. A Personalized Decision-Making Model will be used to foster parent- provider collaboration in the development of a functionally-oriented IFSP or IEP.

Products: Agency teams attending ERA training will be provided with workbooks describing content and training procedures, and will have access to an extensive library of audiovisual materials to support their retraining work at the agency level. Revisions of these materials will be provided in the third project year to facilitate independent learning of the project s content, methods, and training techniques, as well as sample instruments for needs assessment, evaluation and data collection. Proposals for conference presentations and journal articles will be submitted to further increase dissemination of the ERA model.

Grant Number: H024P50087

SEED Inclusion Training Project

Project Director: CUSHING, ALICE

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

UNIVERSITY OF NEW MEXICO
HEALTH SCIENCES CENTER
ALBUQUERQUE, NM 87131-5020

Purpose: To provide a model inservice training program for early childhood paraprofessionals working with preschool children with special needs and their families.

Method: After reviewing existing models of EC inclusion training programs, staff will meet with training sites and collaborating programs to plan and schedule their involvement in SEED. A project advisory council will be established, to include representation from state and local EC stakeholders, including families. A higher education linkage group will also be established, and a course syllabus will be developed to facilitate the inclusion of project activities in credited college course work. A needs assessment survey will be conducted of all New Mexico Indian Head Start programs. Survey data will be used to determine current training needs relating to immediate needs for inclusion training, available and needed resources, and cultural considerations. Three focus groups will be conducted to develop competencies for EC paraprofessionals, including gatherings of EC teaching staff, families of participating children, and interdisciplinary groups of professionals. The SEED curriculum and training materials will then be developed as a competency-based,case study, learner-centered, culturally-relevant inservice training curriculum. Separate models will be designed pertaining to: (1) the child and issues related to inclusion; (2) the child in the classroom and family (observation); (3) the child in the classroom and family (application). and (4) the child and family in the context of the greater community. At least one family member of each child with special needs from each training site will be selected to participate in the training. Participants will be enrolled in the contract seminar class and in applied SEED training in supervised field work. Ongoing evaluation and revision will be conducted through structured feedback from participants.

Products: After field testing and revision, planned products will be distributed to appropriate EC agencies nationwide. Observation tools, curriculum materials, and a facilitator s guide will be developed to promote replication of the SEED training seminar model. A set of draft competencies for EC paraprofessionals, a competency-based, culturally relevant curriculum, and four training modules complete with case studies will all be developed as dissemination and replication products.

Competition 84.024Q: Early Childhood Research Institute: Follow Through

Grant Number: H024Q50001

Early Childhood Follow-Through Research Institute

Project Director: CAMPEAU, DARLENE

Beginning Date: Oct 1, 1995
Ending Date: Dec 25, 1999

ALLEGHENY-SINGER RESEARCH INSTITUTE
OFFICE OF RESOURCE DEVELOPMENT
320 EAST NORTH AVENUE
PITTSBURGH, PA 15212
(412)359-1523

Purpose: To establish an early childhood research institute to develop, evaluate, and disseminate information and strategies for promoting the adoption of effective practices in early elementary education.

Method: During the first 20 months of the institute, studies will include national surveys of educators, detailed and extensive interviews with families representing different ethnic and economic backgrounds, working conferences of teachers and administrators, ethnographic observations of early elementary classrooms, and a review of systems change literature across disciplines and professions. Meanwhile, investigators will develop and validate measures of the use of early intervention practices in elementary schools, assessing family- centered practices, family involvement in elementary education, developmentally appropriate practices, individualization of service planning and implementation, and integrated service planning and delivery practices. These processes will result in a major document describing the process of systems change, the identified barriers, the recommendations for strategies to address those barriers, and measures for monitoring the use of the practices. During the third and fourth project years, studies will focus on strategies for assisting schools in addressing practices and barriers that have been identified, using teacher work groups to further adoption of these practices, changing the planning process to assist teams in developing and implementing more individualized educational programs for children with disabilities, and changing school practices to allow families to choose the levels of involvement they deem appropriate. Upon completion of these studies, findings will be synthesized into another report. Studies in the fifth project year will evaluate mechanics for disseminating the information gleaned in previous studies to relevant audiences.

Products: Findings from each study will be synthesized to provide comprehensive perspectives of the issues being studied. The ultimate outcome of the institute will be to provide families, educators, researchers, and other potential agents of change with information, strategies, and measures to promote the adoption of early intervention practices in elementary schools.

Competition 84.024S: Early Childhood Transitions Institutes

Grant Number: H024S60006

Culturally and Linguistically Appropriate Services for Early Childhood (CLAS)

Project Director: FOWLER, SUSAN

Beginning Date: Oct 1, 1996
Ending Date: Dec 25, 1999

UNIVERSITY OF ILLINOIS
BOARD OF TRUSTEES
COLLEGE OF EDUCATION 801 S WRIGHT STREET
CHAMPAIGN, IL 61820
(217)333-0960

Purpose: To identify, evaluate and promote early intervention practices that are effective, appropriate and sensitive to children and families who diverge culturally or linguistically from the majority population.

Method: The goals of this institute are to collect, review and catalog materials and practices developed for families and children representing culturally and linguistically diverse populations, and to create, as needed, new materials (and translations of materials) to ensure that effective early intervention (birth through five years) practices are available to personnel serving these families and to the families themselves. It is anticipated that gaps may be identified where certain materials and practices may not have been field-tested with specific minority group populations, and that their effectiveness and propriety with these populations warrants further investigation. Recommended practices will be cross-referenced with four themes: Child Find/Assessment; Child Instruction; Family Services; and Personnel Training. The ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois, in conjunction with the ERIC Clearinghouse on Disabilities and Gifted Education at CEC, will assume responsibility for collecting, cataloging and reviewing existing materials as well as disseminating information about these materials and practices. Teams of reviewers and researchers along with Clearinghouse staff will review specific topical areas to evaluate the content of the materials and the extent to which the materials demonstrate cultural and linguistic acceptability for specific populations. Efforts toward collecting, cataloging and reviewing will be the focus of Years 1 and 2, but will continue throughout the following years as new materials and practices are identified. Materials and practices identified as requiring validation with different populations will be field-tested in Years 2-5. Gaps in practices and materials identified through the review process will be addressed through new research and development in these years as well.

Products: Dissemination will be an ongoing effort by the Institute in Years 2- 5 using electronic media, as print and videotape, networks serving specific ethnic groups, and programs preparing service providers to work with diverse populations.

Grant Number: H024S60008

Early Childhood Research Institute on Increasing Learning Opportunities for Children Through Families

Project Director: WARD, PATRICIA

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

ORELENA HAWKS PUCKETT INSTITUTE
116 S STERLING ST
MORGANTON, NC 28655-3445
(704)432-0065

Purpose: The goal of this Institute is to identify, develop, and evaluate strategies and approaches for increasing the number and intensity of home and community learning activities that parents, caregivers, and community members can use to promote and enhance the learning and development of young children with or at risk for disabilities.

Method: The goal will be accomplished by identifying the home routines and community settings that can serve as the context for learning and the instructional conditions that optimize learning opportunities and benefits associated with these opportunities. The Institute will include a series of survey, descriptive, and intervention (experimental) studies that lead to the development of procedures, methods, and materials which will be field-tested and disseminated in ways that lead to improved services. Studies will be conducted with children and families who differ according to geographic location, place of family residence, family socioeconomic background, family cultural background, and child disability. Investigators will engage in three lines of research: descriptive and comparative studies of kinds of home routines and community settings families and children experience; descriptive and experimental studies focusing on the use of existing home routines and community settings as the context for learning; and case studies and experimental investigations focusing on the development of home routines where they are minimally present or inconsistent and the development of community activities when they are limited or nonexistent.

Products: Institute products will include guides for determining natural learning opportunities in home and community settings, and strategies for implementing instructional practice in these contexts.

Grant Number: H024S60010

Early Childhood Research Institute on Program Performance Measures: a Growth and Development Approach

Project Director: KAMINSKI, RUTH

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2001

UNIVERSITY OF OREGON
OFFICE OF RESEARCH AND SPONSORED PROGRAMS
5219 UNIVERSITY OF OREGON
EUGENE, OR 97403-5219
(541)346-2142

Purpose: To engage in a five-year cycle of research, development, and dissemination to produce a comprehensive program performance measurement system for early intervention, preschool, and primary-grade programs serving children with disabilities from birth through eight years of age and their families.

Method: This Institute will produce growth and development measures for child and family outcomes that can be used with infants, toddlers, preschoolers, and primary-grade children. These growth and development measures will be useful for describing the progress of individual children as well as groups of children (such as classrooms, programs, districts, or states). Furthermore, this system will include general child and family outcomes at each age, as well as sets of more specific outcomes for children and families representing identified subgroups (such as children with sensory impairments or children living in poverty). The Institute will also develop intervention-referenced assessment procedures that will guide parents, teachers, program leaders and administrators, and policy makers in making data-guided decisions to modify intervention services received by one child or group of children to further enhance growth and development.

Products: Results of all Institute activities will be fully and aggressively disseminated to multiple audiences (including parents and practitioners, administrators, policy makers, preservice trainers in early childhood education, and other researchers) through print products, electronic and multimedia means, and presentations to general public, professional, and research organizations. Additionally, Institute activities will be used to support the training of at least 8 graduate students each year, distributed throughout the project s three sites.

Competition 84.025D: Model Demonstration Projects for Children Who Are Deaf-Blind

Grant Number: H025D60002

Enhancing the Self-Determination of Young Adults with Deaf-Blindness: Bridging the Gap between Research, Theory, and Practice

Project Director: ABERY, BRIAN

Beginning Date: Jul 1, 1996
Ending Date: Jun 30, 1999

UNIVERSITY OF MINNESOTA
INSTITUTE ON COMMUNITY INTEGRATION
102 PATTEE HALL 150 PILLSBURY DRIVE SE
MINNEAPOLIS, MN 55455
(612)625-5592

Purpose: To provide professionals within the field of special education with some of the first information concerning the self-determination of children and youth with deaf-blindness, and to investigate the effectiveness of amulti-component staff and family education and technical assistance program designed to enhance the personal control exercised by children and youth with deaf-blindness.

Method: The first phase of this project will involve conducting participatory planning and decision-making groups composed of teachers, parents, and both adults and young adults with deaf-blindness. These groups will be used to delineate barriers to enhanced self-determination as well as resources to help overcome these barriers. Next, a multivariate study will be undertaken to describe the degree to which students with deaf-blindness possess the competencies necessary for self-determination,have adequate opportunities for personal control, and exercise self-determination. Ecologicalfactors associated with self-determination will also be explored in this phase. Third, an in-depth study of the ecology of self-determination through the observation of interactions in natural classroom and community environments will be undertaken. Based on the results of this descriptive work, education and support programs will be developed with the dual goal of strengthening both self-educational programs and the family that will enhance the probability of these students demonstrating age-appropriate self-determination skills. The fourth phase of the project will involve systematic evaluation of the effectiveness of interventions.

Products: During each year of the project, program information and findings will be disseminated in publications aimed at translating research into practice and providing information on best practices for consumers, parents, and service personnel. In addition to direct benefits to students with deaf-blindness andtheir families, educational staff will benefit through acquisition of concrete skills and a knowledge of strategies, programs, and activities that enhance the self-determination of students with deaf-blindness and can easily be infused into the existing curriculum.

Grant Number: H025D60008

Reducing Behavior Problems with Functional Communications Training

Project Director: DEGONZAGUE, ARLEEN

Beginning Date: Jun 1, 1996
Ending Date: May 31, 1999

STATE UNIVERSITY OF NEW YORK UNIVERSITY AT ALBANY
1400 WASHINGTON AVENUE
ALBANY, NY 12222
(518)442-3510

Purpose: To use assistive devices to allow students with limited communication skills to communicate with caregivers and to members of the community who may not be trained in using other, more idiosyncratic communication systems, and to assess how this intervention effects problem behavior.

Method: This project will conduct a study to evaluate the effects of using an augmentative/assistive device to teach alternative communicative responses to students displaying severe challenging behavior and deaf-blindness. Following identification of stimuli associated with communicative problem behavior, students will be taught to request these stimuli using the augmentative device. Data will also be collected on teacher responses to child behavior. Generalization of intervention effects will be assessed with untrained members of the community. Staff will also assess if meaningful change has occurred in the life of participating students as a result of these individuals, and will assess maintenance of gains over 12 to 24 months.

Products: The anticipated impact of the information gathered in this series of studies would include the demonstration and evaluation of a community-based intervention for challenging behavior that could be used with individuals displaying the most severe communicative disabilities. Project findings will be disseminated through scientific reports to peer-reviewed journals, annual summaries of project activities, and workshops.

Grant Number: H025D60009

Creating Environments that Nurture Independence for Children with Deaf Blindness

Project Director: ROWLAND, CHARITY

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

WASHINGTON STATE UNIVERSITY
NEILL HALL ROOM 421
PULLMAN, WA 99164-3140

Purpose: To demonstrate how teachers may target communicative and cognitive opportunities across the spectrum of daily classroom activities and thus increase independent behavior among their students with deaf-blindness.

Method: Project staff have already developed materials describing how to encourage functional communication in ordinary classroom activities for children with deaf-blindness, including nonspeaking students. These materials center around a classroom inventory allowing teachers to assess to what degree specific activities encourage or discourage communication for a specific child, and provide suggestions for improving the communication value of each activity. Instruments have also been developed for assessing cognitive "problem solving" skills at home and in school. The proposed project will take these materials into a demonstration and replication phase in classrooms including children with deaf blindness. After providing staff training and assessing target students in a model classroom, environmental inventories will be administered, and interventions for the model classroom will be designed. Staff and participating teachers will then implement these interventions and monitor student progress, providing support as needed. Phase Two will involve identifying replication sites and carrying out these steps at the new sites.

Products: Final products will include materials designed to show teachers how to integrate opportunities for children with deaf-blindness to practice communicative and cognitive skills as they interact with people and objects throughout the school day. The revised teacher materials will be presented at professional conferences, and a data- based technical article will be prepared for submission to appropriate professional journals.

Grant Number: H025D60011

Psychoeducational Assessment of Students Who Are Deaf-Blind: A Decision-Making Model for School-Based Practitioners

Project Director: MAR, HARVEY

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

ST LUKE S ROOSEVELT HOSPITAL CENTER
DEVELOPMENTAL DISABILITIES CENTER
1000 TENTH AVENUE
NEW YORK, NY 10019
(212)523-6235

Purpose: To develop and validate a psychoeducational assessment model designed to enhance the ability of evaluators to (1) make decisions about appropriate approaches, procedures, and tools to conduct psychoeducational assessments of children and adolescents who are deaf-blind and (2) directly relate assessment results to critical educational needs, goals, and interventions.

Method: Staff will expand existing protocols to help evaluators observe and accurately describe the forms, breadth, and patterns of communicative and social interaction skills of individuals who are deaf-blind. The new protocol will undergo further field testing to establish reliability with a sample of 10-15 deaf-blind students in New York, resulting in an instrument for evaluators to use in characterizing communication behaviors, the first component of the decision-making model. A "decision-making sequence" will then be developed, utilizing information obtained from the refined protocols and other information to identify critical educational issues, relevant skills to assess and the contexts in which to assess them, appropriate methodologies, and available assessment tools. In this phase written and videotape resource and demonstration materials will be developed for practitioners to help guide them to review the spectrum of assessment-related concerns and questions for a heterogeneous group of deaf-blind students. To validate the decision-making model of psychoeducational assessment, the model will be applied to the evaluation of 10-15 students who are deaf-blind in metropolitan New York as well as regions of Maryland, Indiana, and Washington. Between 15 and 20 specific evaluation personnel will be identified by local agencies and schools and will participate in field testing and validation of these materials. To demonstrate ways in which state deaf-blind projects can support the training and informational needs of assessment personnel, staff will provide technical support by participating in inservice training activities as planned by states and agencies, as well as train-the-trainer and self-study/self-review models of personnel development.

Products: Anticipated outcomes include development of a pragmatic model of psychoeducational assessment for school-based practitioners in diverse settings, materials and resources to support self-study or inservice models of personnel preparation, and development of communication assessment protocols to improve competencies of practitioners to describe communication and social interaction behaviors of students with deaf-blindness.

Competition 84.025S:

Research Validation and Implementation Projects for Children Who Are Deaf-Blind

Grant Number: H025S40001

Project PLAI: Promoting Learning, Activities and Interaction in Infants Who Are Deaf-blind

Project Director: CHEN, DEBORAH

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY
DEPT OF SPECIAL EDUCATION
18111 NORDHOF STREET
NORTHRIDGE, CA 91330
(818)885-4974

Purpose: To identify contingent responses to behaviors of infants with vision and hearing impairments and other disabilities, and to develop, implement, and evaluate "contingency games" as a means of promoting infant-caregiverinteraction within the natural context of everyday routines.

Method: In the first project year, staff will collect baseline data from participating families concerning infants social, communication, and cognitive skills, infant-caregiver interaction, and the caregivers perception of infants interaction skills. Based on these findings staff members will develop "contingency games" based on infant abilities, caregiving routines, and family priorities. In the second project year, additional infants will be added to the study group. Staff will also continue to evaluate intervention strategies described in Year 1 and will begin product development. In the third project year samples will again be enlarged. In the fourth project year, the sample sizes will continue to grow, and staff will use findings to provide workshops and technical assistance to other early intervention programs.

Products: Anticipated outcomes include increases in 1) mutually enjoyable infant-caregiver interactions, 2) contingent responses to infant behaviors, and 3) caregivers feelings of competence. Products will include a protocol for analyzing infant-caregiver interactions and a manual on how to play "contingency games" with an accompanying video.

Grant Number: H025S40003

Related Services Research to Support the Education of Students with Deaf-Blindness

Project Director: GIANGRECO, MICHAEL

Beginning Date: Oct 1, 1994
Ending Date: Sep 30, 1998

UNIVERSITY OF VERMONT
CENTER FOR DEVELOPMENTAL DISABILITIES
CHITTENDEN COUNTY
BURLINGTON, VT 05405
(802)656-4031

Purpose: To refine, implement, and evaluate a set of specific strategies that result in effective special education and related service provision for students with deaf-blindness in general education schools and classrooms.

Method: Vermont Independent Services Team Approach (VISTA) staff research will include questionnaires completed by team members (N=150), pretest-intervention-post test data collection, the collection of relevant educational documents, interviews with team members, and ongoing participant observations. Utilizing the collected data, staff researchers will ask 1) what impact the use of the VISTA process have on service provision to students, 2) whether the VISTA process ensures educational necessity and relevance, 3) what impact the use of the VISTA process has on student learning outcomes and valued life outcomes, 4) what contextual and other factors impact the usefulness of the VISTA process, and 5) what strengths and weaknesses of the VISTA process would assist in improving the process.

Products: Project staff will disseminate a document describing the set of strategies embedded in the VISTA process, and data-based information throughout Vermont, New England, and will describe nationally the use and impact of the VISTA process on students with deaf-blindness in general education schools and classrooms.

Grant Number: H025S40005

Use of FM Systems with Children Who Are Deaf-Blind

Project Director: FRANKLIN, BARBARA

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1998

SAN FRANCISCO STATE UNIVERSITY
OFFICE OF RESEARCH AND SPONSORED PROGRAMS
1640 HOLLOWAY AVENUE
SAN FRANCISCO, CA 94132
(415)338-1161

Purpose: To study the contribution of FM systems to the development of communication skills in infants, toddlers, children, and youth who are deaf-blind in order to promote their integration with peers who are not disabled in least restrictive environments as well as their participation in the mainstream of society as an adult.

Method: In the first of four project phases, staff will obtain qualitative data through interviews and observations of children with deaf- blindness who are already wearing FM-systems. Interviews will include teachers, school personnel, peers, families, and the participants themselves to discover how these individuals feel about FM systems. During Phase 2, children and youth of elementary and high school age will be fitted with FM systems and the effect of these devices on selected target behaviors will be investigated using an ABAB single- subject experimental design. Phase 3 will replicate Phase 2, replacing elementary and high school age subjects with infants and preschoolers. Phase 4 will incorporate a system of outreach programs developed by the California Deaf-Blind Services and the Department of Education to demonstrate new practices to teachers and families of non-projectparticipants throughout California. The evaluation plan will include reliability and social validity measures and performance criteria for achievement of anticipated outcomes.

Products: One major component of this project will be inservice training for teachers, school personnel, and families of participating children. An FM Training Manual with accompanying video will be developed to enable other children who are deaf-blind to benefit from this technology. Dissemination of project findings to relevant audiences will be done statewide and nationally.

Competition 84.078A: Regional Programs for Children and Youth with Deafness

Grant Number: H078A60004

Northeast Region Technical Assistance Center (NTAC)

Project Director: HORWITZ, ALAN

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

ROCHESTER INSTITUTE OF TECHNOLOGY
NATIONAL TECHNICAL INSTITUTE FOR THE DEAF
52 LOMB MEMORIAL DRIVE
ROCHESTER, NY 14623-5604
(716)475-6433

Purpose: The proposed Northeast Region Technical Assistance Center (NTAC) will work with postsecondary educational institutions to develop, improve, and operate academic and vocational educational programs that are accessible to a diverse audience of individuals who are deaf or hard of hearing.

Method: The center will assess the technical assistance needs of postsecondary education institutions related to recruiting, enrolling, retraining, instructing, and serving students who are deaf or hard of hearing. It will provide consultation, inservice training, and planning to the institutions to enhance the access and accommodation of targeted individuals. The project will develop outreach strategies to enhance the awareness of available postsecondary opportunities and will make available awareness-training materials for administrators, faculty, and staff and disseminate information on proven models.

Products: The NTAC seeks to provide technical assistance to a broad range of postsecondary institutions in the Northeast to expand the array of educational opportunities available and accessible to students who are deaf or hard of hearing. In the case of institutions currently serving these students, the NTAC will work to improve those programs; in the case of institutions not serving them, the NTAC will work to develop programs collaboratively and economically. Through regional and national networks, the NTAC will coordinate and collaborate to improve and develop outreach strategies and to disseminate information about the educational opportunities that are available to deaf or hard-of-hearing individuals. This will allow for pooling of scarce financial resources and a rich pool of experience and expertise to best serve the needs of traditional and non-traditional students from underserved populations.

Grant Number: H078A60005

Midwest Postsecondary Center on Deafness

Project Director: OLSON, RAYMOND

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

ST. PAUL TECHNICAL COLLEGE
STUDENT SERVICES DIVISION
235 MARSHALL AVENUE
ST. PAUL, MN 55102-1800
(612)221-1327

Purpose: The primary goal of the Midwest Center is to increase the career options and choices and to maximize the opportunities for success and leadership for individuals who are deaf or hard of hearing. It will encourage and support institutions in the region which have been serving deaf and hard-of-hearing students through collaborative and cooperative activities. Educational institutions where minimal or no services for deaf or hard-of-hearing students are available will be given preferential consideration for the development of such services.

Method: The Midwest Center incorporates four model elements: the Collaborative Coordinating Council, to determine the needs, directions, and innovations in effective service delivery and program evaluation; a scaffolding structure that includes a "train the trainer" model for ongoing human resource development; extensive use of innovative interactive technology; and curricula developed for academic enrichment, legislative mandates, and development of support services.

Products: The Midwest Postsecondary Center on Deafness will develop collaborative and cooperative ventures to establish a regional human resource development program for postsecondary institutions, disseminate information and materials through multiple mediums, including print, video, and electronic transmission, and cooperatively establish a nationally integrated system of services. Assistive technologies such as real time interactive visual systems, in addition to more traditional technologies, will be made available through the center.

Grant Number: H078A60007

The Postsecondary Education Consortium

Project Director: WOODRICK, WILLIAM

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF TENNESSEE COLLEGE OF EDUCATION
404 ANDY HOLT TOWER
KNOXVILLE, TN 37996-0140
(423)974-8427

Purpose: Through this project, the Postsecondary Education Consortium (PEC). a consortium of community-based postsecondary programs serving those who are deaf or hard of hearing, intends to broaden its scope and include two strategies of outreach and technical assistance: program enhancement, which will acquire new information and services; and system enhancement, to reduce barriers to postsecondary education access and accommodation for individuals.

Method: Ten affiliate postsecondary education institutions will be expanded to 14 to involve every state and the Virgin Islands. PEC will also implement a system enhancement model to interact with the program enhancement model to promote capacity-building, technical assistance and outreach, and cross-regionalcoordination and collaboration.

Products: The expected impact of the project includes: increased access to postsecondary education with appropriate accommodations for students who are deaf or hard of hearing; increased resources for professionals and other stakeholders who work with these students through local, state, regional, and national professional development activities; and increased collaboration and networking among groups.

Grant Number: H078A60008

Western Region Outreach Center and Consortia

Project Director: LARSON, HERBERT

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

CAL STATE UNIVERSITY NORTHRIDGE
THE UNIVERSITY CORPORATION
1811 NORDHOFF STREET
NORTHRIDGE, CA91330-8232
(818)677-2611

Purpose: The proposed Western Region Outreach Center and Consortia (WROCC) will provide technical assistance to postsecondary institutions currently serving students who are deaf or hard of hearing and to institutions who may at some time serve this population.

Method: The WROCC will establish a cooperative network among postsecondary institutions in the Western Region to address the outreach and technical assistance needs of postsecondary institutions serving deaf or hard-of-hearing individuals who wish to further their postsecondary education. It will develop and acquire training materials and provide consultation and training to personnel in those institutions and establish a resource base for information and referral.

Products: The project intends to provide outreach and technical assistance for the development and implementation of model postsecondary education programs for students who are deaf or hard of hearing. Human resources will be developed for policy makers, service providers, and consumers through regional and national conferences. The networks established by the program will allow for improved access and more effective accommodation in postsecondary educational programs and a seamless transition from secondary settings to postsecondary settings. Finally, it will give postsecondary program graduates marketable job skills for transition to the workplace.

Competition 84.078C:
Model Demonstration Projects to Improve the Delivery and Outcomes of Secondary Education Services for Students with Disabilities

Grant Number: H078C50022

Model Demonstration Project to Improve the Delivery and Outcomes of Postsecondary Education for Individuals with Disabilities

Project Director: STOKES, JOHN

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF ARKANSAS
COLLEGE OF EDUCATION
DEPARTMENT OF REHABILITATION 120 OZARK HALL
FAYETTEVILLE, AR 72701
(501)575-3845

Purpose: To involve students with disabilities in a developmental sequence of services designed to improve their capabilities to successfully transfer technology from academic to employment settings.

Method: Staff will conduct an intensive technology transfer survey of 30 past University of Arkansas graduates with disabilities. Based on findings from this survey, staff will design strategies to achieve the primary service objectives of the grant for 120 currently enrolled students with disabilities. Project activities will include: developing modules for a technology awareness class; demonstrating a self-advocacystrategy for meeting one s own accommodation needs; involving students and local employers in a work experience/mentoring program that enables both to learn about the practical aspects of selecting and using technology in the workplace; conducting technology transfer team seminars in which students with disabilities who are employment- ready receive assistance with technology transfer and placement planning from employers, rehabilitation professionals, and technology specialists; and offering individualized placement, technology transfer, and job accommodation analysis services on an as-needed basis for students and employers. As a result of participation in grant activities, students will: (a) gain knowledge of different types of technology; (b) understand how to request that technology in an appropriate and effective manner; (c) obtain direct work experience with different types of technology; (d) know how to explain how the technology increases their productivity; and (e) know how to monitor the satisfactoriness of technological solutions in the work setting.

Products: Products slated for printing and dissemination in the grant include six technology awareness modules, a self-advocacy training manual, a Technology Training Transfer seminar manual, and second editions of the work experience and mentoring manuals.

Grant Number: H078C50024

Successful Employment of Postsecondary Asian-American Young Adults withDisabilities In Their Ethnic Communities

Project Director: KIMM, CHRISTINA

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

CALIFORNIA STATE UNIVERSITY LOS ANGELES
AUXILIARY SERVICES, INC.
LOS ANGELES, CA 90032
(213)343-4400

Purpose: To enhance access to postsecondary education and employment for Asian-American young adults with disabilities through expanding understanding of their unique needs and expectations in the future as well as attitudes of Asian-American community leaders and business owners toward these students.

Method: Project staff will publish resource brochures for Asian-Americanyoung adults and their parents in six Asian languages, including important information about available employment services, student and parent rights, the importance of parent and community involvement, and how to get involved in employment planning and enrolled in postsecondary education institutes. In Year One, a descriptive study will be conducted to study attitudes and understanding among Asian- American community leaders and business owners toward young adults with disabilities in California. In Year Two, interview research will be conducted to investigate employment needs and expectations of Asian-American young adults and their parents. Assessment of fifteen Asian-American young adults for employment will be conducted, ethnically matched job placement and on-the-job training will be provided, and matches will be made with appropriate postsecondary education institutes. During Year Three an additional fifteen participants will be assessed and served, and dissemination of project products and findings will be initiated. Qualitative and quantitative evaluation will be conducted to examine the impact of transition information provided in Asian languages and improvements in attitudes of Asian-Americancommunity and business leaders toward young Asian- American adults with disabilities.

Products: A toll-free phone system will be used for dissemination of employment resource information and follow-up services to guide Asian-American parents who cannot speak English with their questions regarding the program. Linguistically and culturally specific brochures, newspaper articles, and radio and television announcements will be used to inform different Asian-American communities about available postsecondary education and employment options. A research report will be published documenting the effectiveness of various channels of communicating to each targeted Asian-American population. Presentations will also be made at national and regional professional gatherings, as well as local advocacy meetings.

Grant Number: H078C50032

Supported School-to-Work Transition Project

Project Director: MOEHN, NICHOLAS

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

LEWIS AND CLARK COMMUNITY COLLEGE
5800 GODFREY ROAD
GODFREY, IL 62035

Purpose: To provide comprehensive higher education services to students with developmental disabilities.

Method: Working with local high schools, parent groups, community organizations, and minority interests organizations, this program will increase basic academic and vocational skills among postsecondary students with disabilities, leading to improved prospects for independent living and competitive employment. The program s goals include minority student involvement, accommodation, supported employment, agency linkage, parent education, and replicability. Program activities will focus on increasing recruitment and retention of minority students with developmental disabilities, providing intensive tutoring and individualized student support, curriculum revision and adaptation, coordinating existing services, and community outreach. A talent search will be conducted to identify and recruit eligible minority students with developmental disabilities, and all participating students will be assessed to identify their individual learning styles prior to inclusion in a case study-based assessment system. Individualized student plans will be developed, including what course work the student plans to study, career goals, and plans for independent living. Final student outcomes will include strong self esteem, personal understanding of best learning styles, placement in nonsupported employment or further career training, and a solid foundation for achieving future career and independent living objectives.

Products: Project findings will be disseminated through local outreach presentations and presentations at professional associations, as well as publications in rehabilitation and higher education journals. A newsletter will be published for local agencies and parent groups, and the program manual will be provided to information clearinghouses on disabilities, as will the parent education guide.

Grant Number: H078C50039

Project Connect: Connecting People with Resources

Project Director: FAUST, VICKIE

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

HENDERSON STATE UNIVERSITY
BOX 7594 1100 HENDERSON STREET
ARKADELPHIA, AR 71999-0001
(501)230-5251

Purpose: To provide a systematic and comprehensive program of training and services for postsecondary faculty, staff, tutors, and students with disabilities to improve accessibility to educational programs, to increase awareness of career options, and to increase retention and graduation rates for individuals with disabilities.

207

Method: Staff will provide comprehensive training and development at the postsecondary level for faculty, staff, and tutors in diverse learning styles, modification of instructional strategies and the classroom environment, academic adjustments, educational and employment uses of assistive technology, legal issues, career opportunities, historical perspective, and other disability awareness issues. Workshops will be provided for students with disabilities on leadership skills,self-identification of disability-related needs, self-advocacy, educational and employment uses of assistive technology, career opportunities, legal issues, cultural diversity, historical perspectives, and other issues. Information and outreach activities will be provided for secondary school personnel, and parents regarding the range of postsecondary opportunities available to individuals with disabilities, including orientation concerning preparation needed for members of minority populations to successfully move into postsecondary education. A model program will be developed to provide a center for disability information and resources, establishment of a manual for educators and service providers, and improved communications between postsecondary institutions and the general public regarding postsecondary education options for students with disabilities.

Products: Major expected outcomes include: a significant increase in proficiency of faculty, staff and tutors in accommodating diverse learning styles; increased involvement in the education and employment process by individuals with disabilities; increased awareness of assistive technology by participants; improved communication with secondary school personnel and parents regarding postsecondary options for students with disabilities; and widespread dissemination of Project Connect outcomes and activities to enable other schools to replicate this model project.

Grant Number: H078C50042

Improving the Delivery and Outcomes of Postsecondary Education for American Indians with Disabilities in Minnesota

Project Director: JOHNSON, DAVID

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF MINNESOTA
INSTITUTE ON COMMUNITY INTEGRATION
102 PATTEE HALL 150 PILLSBURY DRIVE
MINNEAPOLIS, MN 55455
(612)624-1062

Purpose: To establish a model and demonstrate effective strategies that improve the delivery and outcomes of postsecondary education for American Indians with disabilities in Minnesota.

Method: Project staff will form collaborative working relationships with tribal councils, postsecondary institutions, consumer advocacy organizations, and state agencies. The outreach capacity of postsecondary institutions will be developed to assist American Indian high school students with disabilities in successfully making the transition from school to postsecondary education. Postsecondary staff, faculty, and administration will be assisted in designing and implementing state-of-the-art practices in accommodating the full range of students with disabilities with diverse learning styles. Assistance and training will be provided to American Indian students with disabilities on the nature of their disability, specific accommodations needed in employment, and strategies for successful self-advocacy in employment settings to acquire needed supports and accommodations. Training will also be provided to postsecondary faculty and staff on strategies that facilitate the transfer of successful student accommodations from the training environment to the workplace.

Products: Information on the project will be mailed to all Minnesota tribal organizations as well as regional and state organizations, and dissemination conferences and presentations will be delivered in all Minnesota reservations. Project findings will also be presented at regional, state, and national conferences.

Grant Number: H078C50044

Project CATALIST: Collaborative Accommodation Training Accenting Local Instructional Strategies and Technologies

Project Director: TROSSI, KATHERINE

Beginning Date: Jan 1, 1995
Ending Date: Dec 31, 1997

VIRGINIA DEPARTMENT OF REHABILITATIVE SERVICES
EDUCATION SERVICES UNIT
8004 FRANKLIN FARMS DRIVE PO BOX K300
RICHMOND, VA 23288-0300
(804)662-7606

Purpose: To develop and implement intensive training for college faculty in the areas of accommodations and instructional technology for students with disabilities, and to support college faculty in adapting and applying this generic training to their specific disciplines and classroom settings.

Method: Intensive training will be developed to teach faculty the reasoning process required in determining the essential requirements of a course or program and subsequent reasonable accommodations to be considered on a case-by-case basis with students with disabilities. A summer institute in years one and two of the project will be held for peer group participants and other interested college faculty pertaining to the use of instructional technology for students with disabilities. This hands-on, experiential training will allow faculty to be exposed to a range of both emerging and standard technologies and will incorporate visits to local business and industry sites that are making exemplary use of technology in the workplace. In addition the two replicable training initiatives, a third major thrust of the project will be the provision of incentive grants to faculty to apply and expand their training within their specific disciplines and courses. Through a competitive RFP process, all participating faculty will be eligible to submit proposals for annual awards of $15,000 each. Priorities of the RFP will target the development of innovative instructional strategies and/or classroom environments to promote improved participation and performance for students with disabilities.

Products: One product of this project will be a comprehensive training manual consisting of accommodation training, technology training, and chapters delineating the application of training within various disciplines. This manual will contain replicable training procedures and concrete examples of disciplinary applications for use at state and regional levels, by service providers at individual institutions, or by professional associations and academic disciplinary groups. This manual will be sent to all offices of Disabled Student Services in Virginia, and will be presented along with other project products and findings at local, regional, and national professional gatherings.

Grant Number: H078C50060

College Students with Disabilities, Their Service Providers and Postsecondary Faculty and Staff Will Be Knowledgeable about Accommodations for Students Academic Success and Transfer to Employment Settings

Project Director: THOMPSON, ANNE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

MISSISSIPPI STATE UNIVERSITY
DEPARTMENT OF COUNSELOR EDUCATION AND
EDUCATIONAL PSYCHOLOGY
PO BOX 6156
MISSISSIPPI STATE, MS 39762
(601)325-7917

Purpose: To implement, evaluate, and disseminate a model project to: (a) develop materials and train students with disabilities and their service providers to be knowledgeable about accommodations, adaptations, and devices that will promote academic success and transfer to the workplace; and (b) develop materials and train administrators, faculty, and student affairs staff to meet students needs for academic accommodation and modification of instructional policy.

Method: A 3-hour/credit course in Career Planning and Assistive Technology will be developed to assist students with disabilities in making career decisions and understanding their options in terms of assistive technology. Lab activities for this course will include developing individual rehabilitation technology plans. For students with disabilities not enrolled in the course, formal agreements will be established concerning individualized career and assistive technology counseling. Students who are clients of vocational rehabilitation services will be provided with assistive technology evaluations as well. Graduate interns will be trained to run lab sessions and provide other services. Formal agreements will also be made with student support services, career services, vocational rehabilitation, and representatives of business and industry to train personnel to determine the assistive technology needs of college students (and potential employees) with disabilities. Surveys of administrators, faculty, and staff will be conducted to identify effective instructional modifications and needs for training. A Resource Guide for Administrators, Faculty, and Staff will be researched and developed to provide important information on an array of services and possible modifications/accommodations for improving the inclusion of students with disabilities in university courses and campus life. This publication will be designed in three-ring binders to allow for further additions and modifications in later years. Post-tests ofuniversity staff knowledge and attitudes will be conducted to assess project efficacy, and exit surveys of students participating in the career planning course will evaluate its strengths and weaknesses.

Products: A final report will be disseminated to promote replication of the project on other campuses. Project staff will write articles for publication in refereed journals, and project resources will be distributed through national clearinghouses and other professional organizations.

Grant Number: H078C50067

Ladders to Success

Project Director: SIEGEL, SHEPHERD

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

PUGET SOUND EDUCATIONAL SERVICE
DISTRICT SPECIAL SERVICES
400 SW 152ND STREET
BURIEN, WA 98166-2209
(206)439-6909

Purpose: To provide services to students with disabilities making the transition from secondary to postsecondary education programs.

Method: Students enrolling in postsecondary education will receive realistic and non-restrictive counseling regarding their educational plans, as well as instruction in the processes of preparing for postsecondary education. Students (as well as their families, counselors, and teachers) will be actively included in the transition planning process. Students self-determination and self-advocacy skills will be developed, with an emphasis on self-identification of learning styles and practical academic accommodations. Postsecondary instructional staff will also receive training in accommodating diverse learning styles. Student trainers will be recruited to represent a wide variety of students with disabilities from minority ethnic and cultural backgrounds. To ensure the transfer of accommodations to the employment arena, representatives from local business and industry will be invited to participated in training opportunities.

Products: After postsecondary training of students, faculty and staff has been completed, project documents will be distributed to regional vocational rehabilitation agencies. A student-centered manual will also be published including information on how to improve access to postsecondary institutions, instruction in preparation for appropriate postsecondary options, the role of counseling in selecting postsecondary options, and active participation and mastery of theschool-to-postsecondary process. Presentations of key project findings and documents will also be made at local and national conferences.

Grant Number: H078C50072

Students with Disabilities in Higher Education: A Model Program

Project Director: SALZBERG, CHARLES

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UTAH STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION OF REHABILITATION
UTAH STATE UNIVERSITY
LOGAN, UT 84322-2865
(801)797-3234

Purpose: To develop a model program for students with disabilities in university education.

Method: This project has five major components: (a) recruiting students with disabilities from high school and elsewhere; (b) recruiting students with disabilities who are members of diverse cultural, ethnic, and linguistic groups; (c) providing support to students with disabilities leading to their retention and graduation from college; (d) providing personal development and placement services to students with disabilities leading to their obtaining employment in career areas of their choice; and (e) disseminating information about the project to enable other colleges and universities to replicate it. New recruitment media, materials, and activities will be developed to specifically attract students with disabilities, including a student mentor program. Separate brochures will be printed to recruit students with disabilities and students with disabilities from minority ethnic backgrounds to attend Utah State University, and these materials will be incorporated into USU s ongoing program of visiting high schools. Intake and planning interviews will be conducted with all newly admitted students with disabilities to identify required and desirable individualized services, and training and technical assistance will be provided to faculty regarding accommodations for students with disabilities. The USU Office of Personal Development and Office of Career Services will participate in arranging career- related internships for students with disabilities. Pilot training programs to cultivate student job-hunting and self-advocacy will be developed, as will employer awareness programs.

Products: A replication manual will be printed and disseminated through a catalog distribution system. Presentations concerning this model will be made at professional conferences, and workshops will be provided for disability coordinators on higher education campuses. Articles describing the project and its results will be submitted to professional journals, and a technical report will be prepared and disseminated through the Center for Persons with Disabilities.

Grant Number: H078C50078

Braille Transcription Center

Project Director: ROSS, STUART

Beginning Date: Aug 1, 1995
Ending Date: Jul 30, 1998

CALIFORNIA STATE UNIVERSITY
DEPARTMENT OF SPECIAL EDUCATION
2600 E. NUTWOOD AVENUE SUITE 120
FULLERTON, CA 92631
(714)773-2106

Purpose: To (1) create a Braille Transcription Center to produce instructional materials in Braille for California State University students; and (2) to provide faculty/student development in strategies and accommodations for print-disabledstudents in college and university classroom settings.

Method: After establishing a project advisory board, staff will publish informational packets for student and faculty use in using the Braille Translation Center (BTC) and other accommodations for print-disabled students. Beginning January 2, 1996, the BTC will utilize computer- based technologies to receive, transcribe, and return instructional materials. Students, faculty, and staff at CSU campuses will be able to send materials they wish translated to the BTC via conventional mail, overnight courier, FAX, or Internet. The center will concentrate its efforts on producing instructional materials such as course syllabi, class handouts, and examinations in Braille. Technical support and training will then be provided to CSU campuses already using on-site Braille production equipment.

Products: Following evaluation, project materials and findings will be disseminated through the following outlets: (a) workshop presentations at professional conferences about the operation of Braille translation centers; (b) distribution of BTC operation manuals to each participating CSU campus; and (c) submission of the BTC operation manual to ERIC and the National Library Services for the Physically Disabled for dissemination to their constituencies.

Grant Number: H078C50096

Access to Distance Education for Students with Disabilities: Integrating Accommodations into Telecourses

Project Director: GERROD, PETER

Beginning Date: Oct 1, 1995
Ending Date: Sep 1, 1998

UNIVERSITY OF HAWAII
OFFICE OF RESEARCH ADMINISTRATION
2540 MAILLE WAY SPALDING HALL 253
HONOLULU, HI 96822
(808)956-8612

Purpose: To expand opportunities for students with hearing impairments and other disabilities to be fully included into the postsecondary learning environment within the University of Hawaii Community College by providing accessible telecourses.

Method: Core courses at the University of Hawaii Community College, including such basic required courses as World Civilization and 100-level courses in Psychology, Anthropology, and Geology, will be adapted to meet the project s needs through such modifications as closed- captioning, signing, audio tapes, braille materials, and other auxiliary supports. Edited transcripts of audio portions of class sessions will be developed, including large print versions as well as taped versions. The current instructional support staff serving students with disabilities will be included in planning and evaluating these modifications and support services, and community representatives and students with disabilities will be recruited to serve on an advisory committee. A student review/feedback system will be developed and implemented to allow student input into revision and adaptation of materials. Students with disabilities will also be provided with academic counseling and other positive support, including contacts via e-mail, telephone contacts, mail and fax delivery of class materials, and home visits as necessary. To make these services available throughout the geographically dispersed population of Hawaiians with disabilities, the project will purchase a set of multimedia equipment to produce and disseminate closed-captioneducational television programs and will expand these services to a network of the four community colleges on the island of Oahu. The possibility of achieving commitments from television service providers on other islands to participate in telecourse transmission will also be pursued.

Products: A minimum of eleven courses will be prepared for telecourse distribution integrating the stated accommodations, and the university will establish the ongoing capacity to produce further telecourses with these accommodations on a regular basis. A final report on the project s activities and results will be used to help disseminate the project through local and national publications and professional conferences. Ongoing efforts will raise awareness of the telecourse option among university instructors, staff, and counselors.

Grant Number: H078C50108

The VCU Career Connections Project

Project Director: VALENTI, DEBBIE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

VIRGINIA COMMONWEALTH UNIVERSITY
REHABILITATION RESEARCH TRAINING CENTER
SPONSORED PROGRAMS ADMINISTRATION BOX 980568
RICHMOND, VA 23298-0568
(804)828-6772

Purpose: To design, implement, and evaluate an individualized career planning model which is student-directed and incorporates an array of university services and community supports.

Method: The model to be developed will enable students to develop strategies to determine the accommodations or adaptations required for their chosen professions and employment settings, as well as the necessary steps to transfer or arrange for these accommodations. The model will emphasize (1) student direction and choice; (2) continuous career planning throughout students academic experience; (3) extensive involvement of employers in the planning process; and (4) coordination of university and community services designed to effectively meet the employment preparation needs of individuals with disabilities. The model will make maximum use of all available services including alumni, cooperative education programs, career counseling and placement services, and student support services for individuals with disabilities. This will be achieved through the use of person- centered planning techniques focusing on students goals and providing a framework of supports and services needed to achieve these goals, and the development of an individualized plan with outcome-oriented objectives specifying the strategies needed to assist students in moving from academic to employment settings. During Year 1, the model will be implemented on the campus of Virginia Commonwealth University, utilizing the State Council on Higher Education in Virginia and the Virginia Community College System to assist in identifying a minimum of four other community colleges, colleges, and universities to replicate project activities in Years 2 and 3. Before replication efforts are initiated, the model will be refined and modified based on information received through the project s evaluation plan. This plan will provide information on the effectiveness and utility of each of the model s components.

Grant Number: H078C50115

Project ASSIST: Academic Studying Strategies Using Interactive Supportive Technology

Project Director: ANDERSON-INMAN, LYNNE

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

UNIVERSITY OF OREGON
DIVISION OF LEARNING AND INSTRUCTIONAL LEADERSHIP
RESEARCH AND SPONSORED PROG
5219 UNIVERSITY OF OREGON
EUGENE, OR 97403-5219
(503)346-1489

Purpose: To implement and evaluate the use of technology-supported,academic study strategies for post-secondary students with learning disabilities.

Method: Project ASSIST has four major components: (a) personalized instruction and technical assistance on computer-based study strategies for postsecondary students with learning disabilities; (b) intensive access to portable computers configured to support the individual needs of participating students; (c) information and training for postsecondary faculty and staff concerning computer-based study strategies for students with learning disabilities; and (d) outreach recruitment to students with learning disabilities not yet in a four-year postsecondary education program, with special emphasis to be placed on recruiting minority and nontraditional students. Following completion of these objectives, the project will be evaluated to determine its effects on student outcome measures (including academic performance, self-concept, and school satisfaction). teacher outcome measures (including knowledge of computer-supported studying, knowledge of special student needs, and level of student support). and institutional outcome measures (enrollment of students with learning disabilities, retention and completion rates, etc.).

Products: A technical report will be written at the end of each year describing the project s activities and results of evaluation efforts up to that point. In addition, a comprehensive replication package describing procedures and providing materials for implementing the Project ASSIST model will be written, revised, and distributed to interested institutions. The replication package will include a videotape describing the project and illustrating strategies for using a variety of computer-based study strategies with students with learning disabilities. The project director and coordinators will also write journal articles for submission to publications addressing issues of technology, study skills, and special education. They will also present project methods and results at state, regional, and national professional conferences.

Grant Number: H078C60005

Data-Based Decision-Making to Improve the Post-Secondary Education of Students with Disabilities: The Case Of Pharmacological Intervention for Students with ADHD

Project Director: SCHAUGHENCY, ELIZABETH

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

GRAND VALLEY STATE UNIVERSITY
DEPARTMENT OF PSYCHOLOGY
1 CAMPUS DRIVE
ALLENDALE, MI 49401
(616)895-2738

Purpose: The proposed project will develop, implement, evaluate, and disseminate a model for using a data-based approach for choosing and evaluating accommodations for students with disabilities.

Method: The proposed approach involves postsecondary institutions (such as offices of student disabilities services that work with students with disabilities, individual faculty, and other relevant university and community service providers) to develop and evaluate an individualized plan of accommodations to meet the educations needs of each student. The proposed model provides students with the skills necessary for self-determination in their plan of accommodation. It increases the capacity of postsecondary institutions to effectively meet the educational needs of postsecondary students with disabilities by providing faculty with both general training and student-specific technical assistance.

Products: Outcomes will include: 1) staff and student development, training materials, and activities; 2) a collaborative consultation model for developing and evaluating individualized accommodations plans; and 3) a systematic approach for the replication and dissemination of the model.

Grant Number: H078C60008

Focusing on the Point of Transition: A Service Integration Model

Project Director: PUMPIAN, IAN

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

SAN DIEGO STATE UNIVERSITY FOUNDATION
525 CAMPANILE DRIVE
SAN DIEGO, CA 92182

Purpose: The project, over its three-year course, anticipates directly improving transition services, supports, and outcomes for over 120 severely disabled individuals in San Diego and San Francisco. It promotes a new way of organizing and funding services at school and post-school agencies to cut across traditional boundaries in order to improve their employment and social opportunities.

Method: The project will establish a unified service delivery model in San Francisco and San Diego, incorporating components and practices, integrating expertise and resources in schools, homes, and regional disabilities centers, and restructuring existing programs. Individuals with severe disabilities will be transitioned into integrated community jobs and given postsecondary, community-living, andrecreation activities and opportunities during their last year in public school. A diversified network of agencies will be established to provide transition services for these opportunities. Technical assistance will be provided to replicate this service integration model within the four demonstration sites throughout California participating in a statewide program.

Products: Transition services and outcomes are expected to improve for over 120 individuals with severe disabilities in the two cities. The Exceptional Family Resource Center and its network will support families of these individuals. Another 100 transitioning individuals will be helped through outreach activities. It is anticipated that the proposed Point of Transition Service Integration Project will result in a fundamental change in the organization and delivery of transition services for individuals with severe disabilities in ways that will be relevant throughout the state.

Grant Number: H078C60015

Aiming for the Future - Accessing and Succeeding in Postsecondary Education

Project Director: LEHMANN, JEAN

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

COLORADO STATE UNIVERSITY
SCHOOL OF EDUCATION
SPONSORED PROGRAMS
FT. COLLINS, CO 80523
(303)491-5169

Purpose: This project intends to improve current knowledge about and practices for students with disabilities for accessing and succeeding in postsecondary educational options. Benefits will include new beliefs, behaviors, and outcomes regarding choices for individuals with disabilities.

Method: Twenty-five students with disabilities will be targeted to participate in postsecondary education, receiving tuition assistance, remediation, career guidance and counseling, transition planning, and customized academic assistance. Faculty members at the secondary, college, and university levels, service providers and student services will receive training, guidance, and assistance in supporting these students.

Products: The project has set five goals: 1) to identify and systematically eliminate barriers to post-secondary education and training; 2) to improve student potential for having successful post-secondary experiences; 3) to accommodate and modify instructional strategies and classroom environments to promote improved participation and performance of students with disabilities; 4) to strengthen connections and pathways leading to post-secondary education and employment; and 5) to administer and evaluate the project and disseminate findings effectively.

Grant Number: H078C60017

Project Advance: A Model for Enhanced Postsecondary Education Opportunities for MS Students with Disabilities

Project Director: SIDERS, JANE

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF SOUTHERN MS
INSTITUTE FOR DISABILITY STUDIES
SOUTHERN STATION BOX 51633
HATTIESBURG, MS 39406
(601)266-5163

Purpose: Project ADVANCE aims to recruit and retain students with disabilities in the university community and to prepare those undergraduate students for placement in the job market or advance graduate studies. It seeks to create partnerships within and beyond the campus and ultimately to develop a comprehensive student support system that is sustained for the long term.

BEST COPY AVAILABLE

Method: The first stage of the project is enhancement of student enrollment and university resources through the development of an outreach program within the university s Office of Orientation and Recruitment. The next phase is enabling academic and psychosocial integration through an individualized system of support services for students with diverse disabilities and learning styles. Preparation for career development will then be coordinated within the university through career counseling and through outreach and information efforts aimed at employers.

Products: Project ACCESS has seven goals: 1) enhancement of recruitment and enrollment at USM of students with disabilities; 2) enhancement of university resources for accommodating students with diverse learning styles; 3) development and implementation of individualized student support services; 4) enhancement of career development preparation of students and awareness and sensitization of employers in the community; 5) assessment of project activities for evaluation and dissemination; 6) institutionalization of Project ADVANCE at USM and possible replication at other institutions of higher learning; and 7) dissemination of project information.

Grant Number: H078C60026

Project A.C.C.E.S.S. - The Alliance of Cooperating Colleges and Employers for Student Success

Project Director: MORIARTY, MARY E.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

SPRINGFIELD COMMUNITY COLLEGE
ENROLLMENT MANAGEMENT DIVISION
ARMORY SQUARE
SPRINGFIELD, MA 01105
(413)781-7822

Purpose: To develop a regional demonstration model combining awareness within academic institutions and by employers to focus on job placement of disabled students from all postsecondary institutions in a metropolitan area of 500,000 people.

Method: The ACCESS project borrows methods from the student-based staff development model to help educators learn to use cooperation with staff and students to prevent at-risk students from "falling through the cracks." A community support directory will be compiled and college faculty will meet for training and to promote resource sharing and networking. The project will test the methods on a range of postsecondary institutions and will provide participating colleges with workshops to develop resources for acquiring adaptive technology. A multi-campus employer, rehabilitation agency, and public employment agency consortium will be developed.

Products: Through the development and evaluation of the modeled approach to employment support services for disabled persons, and through skills- building seminars and employer awareness programs, the project intends to establish a regional self-sustaining support mechanism for the target population. The job search efforts of disabled college students are expected to improve through an increased awareness of their employability by college personnel. Through career development seminars, the project is expected to increase the metacognitive skills of disabled students, including self-advocacy and interpersonal skills. Project materials will be disseminated as a resource for agency staff, academic personnel, and employers.

Grant Number: H078C60034

Diverse Learning Styles Project

Project Director: BYRON, GJERDE

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

COLUMBIA BASIN COLLEGE
STUDENT DEVELOPMENT SERVICES
2600 NORTH 20TH AVENUE
PASCO, WA 99301
(509)547-0511

Purpose: The project proposes to implement the accommodation of diverse learning styles so that individuals with disabilities will better understand their own unique learning styles and learn how to use compensating strategies to more successfully complete their courses. Through the project, faculty and students will learn innovative ways to present materials to benefit all students, but especially students with disabilities. The modified curriculum and instructional materials can show other individuals and institutions how to address diverse learning styles.

Method: The project staff will develop a Diverse Learning Styles team of instructors across the college curriculum and will also include peer training and mentoring. The project director will coordinate learning styles screening, assessment, interpretation, and consultations for all students in project courses and conduct workshops on diverse learning styles. An advisory committee from regional secondary special education programs will provide input and guidance. By utilizing cooperation, participation, and teamwork within various student services, at the college and at local high schools and universities, the project will increase opportunities for academic success for students with disabilities.

Products: The project intends to accomplish the following: to increase the use of new strategies and applications for accommodating diverse learning styles in eight courses; to increase by 20 percent the number of students with disabilities who complete project courses with a 2.0 gpa or better; to continue and expand the use of strategies and approaches for accommodating diverse learning styles; and to provide for 95 percent of students with disabilities who complete project courses and workshops to demonstrate an increased self-awareness of their individual learning styles and strategies for accommodation.

Grant Number: H078C60046

Learning in the Workplace

Project Director: MCCUE, MICHAEL

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

CENTER FOR APPLIED NEUROPSYCHOLOGY
100 FIRST AVENUE, SUITE 900
PITTSBURGH, PA 15222

Purpose: The purpose of the project is to develop, implement, evaluate, and disseminate effective methods to improve student potential for successful postsecondary experiences, to provide accommodations and modifications for cognitive and physical disabilities which may result in diverse learning styles and other special needs in a range of academic environments, and to transfer student accommodations to employment settings.

Method: The project will conduct outreach programs and offer free technical assistance to secondary students with disabilities, their families, and teachers. It will conduct case-based training programs and provide free technical assistance to faculty members and employers to promote the recognition of diverse learning styles and the development and transition of effective accommodations for individuals with disabilities. It will develop a cooperative education program for 50 postsecondary students with a variety of severe disabilities, at least 20 percent of whom are minorities. The project will also develop a means of evaluating the programs above and will produce and disseminate information in various media.

Products: The job readiness and employability of students with disabilities participating in the program should improve. Faculty and staff attending the training should be more able to accommodate diverse learning styles in the classroom and employers and supervisors more willing to hire individuals with disabilities. Outreach activities will allow more secondary students with disabilities to move to postsecondary training programs. Special Student Services staff in local postsecondary institutions should be able to sustain the co-op program for students.

Grant Number: H078C60047

DO-IT/CO-OP Will Increase the Number of People with Disabilities in Gainful Employment

Project Director: BURGSTAHLER, SHERYL

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF WASHINGTON ENGINEERING
4545 15TH AVE NE ROOM 206
SEATTLE, WA 98105-4527
(206)543-0622

Purpose: To increase the opportunities of college students with disabilities to gain work experiences and skills that will help them meet their ultimate goals of full-time employment in science, mathematics, and engineering careers.

Method: DO-IT/CO-OP will recruit college students with disabilities, facilitate the acquisition of adaptive technology and Internet connections to support their academic and employment pursuits, help them to develop self-advocacy and job-search strategies, and facilitate their access to professional role models and internships. The project will also provide disability awareness training for cooperative education and career services staff; educate employers about the basic requirements of the Americans with Disabilities Act and the capabilities and needs of disabled workers; and disseminate program information to professional organizations, conferences, and publications.

Products: This project will bring about increased knowledge and understanding of students with disabilities, professionals who advise them, and employers about the legal rights of disabled workers and their capabilities, career choices, and accommodations. This will ultimately result in decreased unemployment and underemployment rates of individuals with disabilities.

Grant Number: H078C60059

Model Demonstration Projects to Improve the Delivery and Outcomes of Postsecondary Ed for Individuals with Disabilities

Project Director: DUDA, DESIREE

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

LAGUARDIA COMMUNITY COLLEGE
RESEARCH FOUNDATION OF CUNY
79 FIFTH AVENUE
NEW YORK, NY 10003
(718)482-5324

Purpose: The project proposes to develop two model programs, one of Supplemental Instruction for Deaf Students, modeled after a tutorial support program designed for hearing students, and the second, a program of Job Placement services for Deaf students in a mainstream environment.

Method: The supplemental instruction (SI) program will modify for Deaf students a highly acclaimed tutoring program in LaGuardia. The SI program focuses on high-risk courses rather than high-risk students and is intended to remove several stumbling blocks for Deaf students posed by particular courses which hold them back from successful college careers. The project will document what transpires during the tutoring sessions, eventually publishing and disseminating the results. In the job placement program, a mainstream Job Placement Office will be modified to meet the job development needs of Deaf students by making the office physically accessible and educating personnel to deafness-related issues. From this program, a model program for Deaf students will develop, incorporating a bi-cultural perspective and will offer workshops to students and employers.

Products: The program is intended to increase the academic success of postsecondary Deaf students and hopes to make a significant impact in the delivery of academic support services to Deaf students in a mainstream environment. On a larger scale, the program intends to become a national model of SI instruction targeted for Deaf students by means of improving Deaf students ability to cognitively and linguistically process information.

Grant Number: H078C60074

This Model Demonstration Will Assist Individuals with Disabilities to Access College

Project Director: LICHTENSTEIN, STEPHEN

Beginning Date: Sep 1, 1996
Ending Date: Aug 30, 1999

UNIVERSITY OF NEW HAMPSHIRE
INSTITUTE ON DISABILITY
OFFICE OF SPON 107 SERVICE BLDG
DURHAM, NH 03824-3585
(603)862-4768

Purpose: To develop, implement, evaluate, and disseminate new, improved, and sustainable approaches for recruiting and supporting individuals with disabilities in New Hampshire s postsecondary education and beyond.

Method: The project will form a consortium consisting of the Institute on Disability:UAP at the University of New Hampshire, Talent Search and Upward Bound (at the University of New Hampshire and Keene State College). the New Hampshire Developmental Disabilities Council (representing consumers). the Task Force for the Improvement of Secondary Special Education (representing high schools). the NH Postsecondary Technical College System (representing two-year colleges). and the New Hampshire College & University Council (representing four-yearinstitutions). Four postsecondary educational institutions will be selected as model demonstration sites to receive training, technical assistance, and other supports. A multi-component model will be developed and implemented within each demonstration site, emphasizing specific strategies that increase outreach and access, retention, graduation, and transfer of accommodations to employment sites for individuals with disabilities. The demonstration sites will receive technical assistance and support through the Institute on Disability:UAP at the University of New Hampshire and a cadre of experts.

Products: Four model demonstration projects will be established to: (1) improve the guidance and transition process from high school to postsecondary education for students with a variety of disabilities; (2) increase enrollment by students with disabilities in the model demonstration sites by 20 percent; (3) establish a diverse array of social and academic supports, with a focus on peer and adult mentorships and technical support to postsecondary faculty; (4) increase the graduation/completion rate of students with disabilities to equal that of students without disabilities within each model demonstration postsecondary education program; and (5) achieve a job placement rate for students with disabilities following graduation/completion from postsecondary education equal to that of students without disabilities.

Grant Number: H078C60077

Project Access to Improve the Potential for Qualified Students with Disabilities to Successfully Transition from High School to Howard Community College

Project Director: MARKS, JANICE

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

HOWARD COMMUNITY COLLEGE
STUDENT ACADEMIC SUPPORT SERVICES
10901 LITTLE PATUXENT PARKWAY
COLUMBIA, MD 21044
(410)992-4822

Purpose: To improve the potential for qualified students with disabilities to successfully complete high school prepared for college and successfully transition to a college of their choice, and to increase the first-year retention rate of Project Access students entering Howard Community College.

Method: A four-week intensive college prep summer institute will be conducted for culturally diverse high school students with disabilities in order to provide necessary academic and social skills and to expose them to college life and available campus services. It will also provide continued transition counseling and peer mentoring/tutoring services to these students. In addition, the project will serve all new freshmen with disabilities enrolled in the college by providing additional assessment for better determination of accommodations, mentoring and tutoring. Training will also be given to the high school special education counselors and teachers on skills for successful transition, available services, and effective accommodation skills for college.

Products: The project seeks to increase the percentage of Howard County high school students with disabilities enrolling in postsecondary education by 15% over the three-year period. Grades of at least 80% of the high school participants are expected to be a "C" or better. The project also intends to increase the retention rate of Howard County Community College freshmen with disabilities from fall to spring semesters from 60% to 75%.

Grant Number: H078C70003

A Systematic Model for Curriculum-Based Assessment and Intervention for Postsecondary Students with Mild Disabilities

Project Director: Minskoff, Esther

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

James Madison University
Special Education Program
School of Education
Harrisonburg, VA 22807
(540)568-6193

Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a systematic model for curriculum-based assessment and intervention for postsecondary students with learning disabilities and ADHD.

Method: The project will develop a model to include screening, standardized assessment, curriculum-based assessment, and individual intervention planning that emphasizes remediation of academic deficits identified through the assessment process, and compensation through accommodations and modifications. The model proposes to evaluate implementation using different service delivery models, and will incorporate the transition from a specially trained group of service providers to service providers traditionally found in the college/university structure.

Products: Postsecondary institutions are attempting to meet the needs of students with disabilities by applying models used at the elementary and secondary levels which have limited applicability to the unique needs of older students. This project will develop and implement a model based on these unique needs and it will disseminate the model and the evaluation findings through a conference.

Grant Number: H078C70010

Postsecondary Resource Exchange Partnership

Project Director: Glantz, Larry

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

University of Southern Maine
Muskie School of Public Service
PO Box 9300
Portland, ME 04101-9300
(207)780-4430

Purpose: This project is built around three approaches intended to fix the academic and vocational support system for students with disabilities.

Method: Using the existing cross-institutional collaborative management model in the Greater Portland area, equity will be built in support resources and services across the five participating postsecondary schools. The project will expand key supports for work-based learning and other employment experiences during postsecondary education. It will develop better early-intervention strategies to reach students and educators early, allowing for better understanding of the resources and procedures for stakeholders.

Products: Strong existing linkages will enable quick dissemination of findings and products, and rapid infusion and implementation of products and best practices at the state, regional, and national levels. The collaborative entity that the project employs will use the project s products for many years to provide better academic and work supports for students with disabilities at the postsecondary level.

Grant Number: H078C70018

Project ID: PAS

Project Director: Williams, Ed R.

Beginning Date: Aug 1, 1997
Ending Date: Jul 30, 2000

University of Arkansas at Little Rock
STEPS Program
2801 South University
Little Rock, AR 72204
(501)569-3231

Purpose: Project ID:PAS offers a comprehensive approach to improve the potential for successful postsecondary experiences, accommodation of diverse learning styles in academic settings, and the transfer of student accommodations in the postsecondary setting to the employment setting.

Method: Program activities focus on the development of strategies to assist Upward Bound and Talent Search staff, faculty, and students to successfully chart a course through the postsecondary experience and into the world of work. Students will be encouraged to enroll in the Upward Bound and Talent Search programs, training will be provided to TRIO workers, a team approach to accommodating students with diverse learning styles will be developed, and students will be assisted in transferring accommodations from school to work.

Products: The project will help students effectively speak for themselves; identify their own accommodation needs; create plans of actions; place into motion the services, behaviors, or activities required to meet their needs; evaluate the success of their plans; and modify those plans as needed. Students will gain self-knowledge,self-understanding, and communications strategies through the experiential components of the project.

Grant Number: H078C70021

Project IMPACT: Integrated Multi-Perspective Access to Campus Technology

Project Director: Smith, Roger

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University ofWisconsin-Madison
Graduate School
P.O. Box 340
Milwaukee, WI 53201
(414)229-5624

Purpose: This project proposes several strategies to recruit, retain, graduate, and place university students with disabilities by means of the effective integration of assistive technology into the postsecondary education setting. The project will implement targeted strategies in an urban mid-sized university, recording which ones are most effective.

Method: The project will utilize campus support systems and academic programs related to students with disabilities. Students trained with assistive technology will provide direct one-on-one support to other students with disabilities alongside campus services staff. The assistive technology lab will serve as a resource for students with disabilities and others who want to obtain hands-on assistive technology experience and expert consultation. The lab serves also to move trained students into their peer environments where they will help acquire and set up assistive technology needed for use in lecture halls, laboratories, libraries, and other campus environments.

Products: The mutual increase of educational and assistive technology has great potential to effect the postsecondary educational success of students with disabilities, if those technologies are applied collaboratively, deliberately, and cost effectively. Through its integration of multi-perspective access to campus technology, Project IMPACT expects to accomplish this goal. The project will make information available campus-wide, state-wide, and nationally through a diverse set of mechanisms.

Grant Number: H078C70029

Access to Work through Services

Project Director: Aune, Betty

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Minnesota
Disability Services
12 Johnston Hall
Minneapolis, MN 55455
(612)624-6884

Purpose: This project intends to develop, evaluate, and disseminate a model in which service-learning is used to enhance educational and career opportunities for students with disabilities.

Method: Students with disabilities will be recruited to enroll in service-learning courses and will be offered advice on workplace accommodations, the Americans with Disabilities Act, and disclosure options.

They may choose to become a trainer as their service-learning option. Student trainers will assist project staff in providing training and technical assistance for faculty who have service-learning components in their classes and for public and nonprofit employers that serve as service-learning sites. A pool of adaptive equipment will be available for student participants.

Products: As a result of this project, students should gain experience in using workplace accommodations and employers should be more effective in accommodating employees with disabilities; faculty can learn skills in adapting to diverse learning styles and service-learning staff can be better prepared to work with disabled students. Dissemination efforts will include a guidebook, a multimedia tutorial on the Internet, and a statewide conference.

Grant Number: H078C70030

Transition Resources and Career Services for Students with Disabilities

Project Director: Strache, Fred

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

California State University, Northridge
University Corporation
18111 Nordhoff Street
Northridge, CA 91330-8232
(818)677-2611

Purpose: This collaborative project proposes to design, implement, evaluate, and disseminate a program for high school, community college, and university students with disabilities that will provide effective exposure to postsecondary opportunities and work experiences.

Method: The project will provide career awareness and development activities to facilitate transition to higher education and employment for students with disabilities. It will develop networks and partnerships among employers in the community and service providers at the secondary and postsecondary levels to increase educational and employment options for the students. The project will also conduct career-related workshops, career fairs, and panels for students; establish a peer network; provide work experience opportunities; and establish a network of teachers, counselors, and other service providers and conduct training seminars for these professionals.

Products: The project will publish a tip book on general disability and career issues, establish an employer accommodation network, and disseminate project information through a clearinghouse and through presentations at conferences. Through this project, students with disabilities will learn more about their educational and employment opportunities, methods for conducting job searches, and skills for communicating effectively with potential employers. Secondary and postsecondary faculty, staff, and off-campus service providers will be able to better inform students of their educational opportunities and to assist them in career planning and in discovering work experiences.

Grant Number: H078C70035

Learning for a Lifetime Project: Postsecondary Technical Training Options for Students with Disabilities

Project Director: Flannery, Brigid

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Oregon
Specialized Training Program
Eugene, OR 97403-5219
(541)346-2496

Purpose: The purpose of the Learning for a Lifetime Project is to provide students with disabilities, their teachers, and their parents with information and support to access and be successful in a wide variety of technical training options and to collaborate with postsecondary administrators and faculty to accomplish this purpose.

Method: The project intends to increase the capacity of two community colleges to ensure that students with disabilities successfully enroll and participate in occupational skills/professional skills programs. It will develop three transition guides to postsecondary education and training and it will train secondary teachers, college Disability Services staff, and counselors in six community college regions to facilitate person-centered planning tools to use with students to plan for and implement postsecondary training options.

Products: Information from the project on programs, processes, and materials will be disseminated to students, families, teachers, and community college personnel throughout Oregon so that these stakeholders can learn about the variety of options available in college for students with disabilities. Programs exist, but are not widely known about, that can prepare students with disabilities so that they have the skills and credentials to be successful in the emerging job market and so that they develop the ability to earn wages that will enable them to be self supporting.

Grant Number: H078C70036

Involving Self-Determined Students with Disabilities in Postsecondary Systems Change

Project Director: Flexer, Robert

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Kent State University
Educational Foundations and Special Services
Research and Graduate Studies
Kent, OH 44242-0001
(330)672-3833

Purpose: This project will address the problem of equipping self-determined students with disabilities with the tools and opportunity to have an impact on how education and support are delivered in postsecondary education. In conjunction with empowered students, the project will establish a collaborative framework for utilizing the expertise/experience of self-determined students.

Method: The project will recruit and train students to serve as consultants in recruitment/retention, accommodation/access, and college life disability. It will develop and implement strategies to support these activities and it will develop and disseminate training programs and materials on the model and on postsecondary systems change.

Products: This project assumes that college students with disabilities are good sources of expert consultation and access. The activities of students with disabilities help set the stage and provide the inputs and direction for institutional activity related to campus and program accessibility and resource support and service development. Participatory action research and customer-driven system change provide the framework and impetus for the activities of this project. Outcome and impact across the levels of students, programs, and external constituencies will be evaluated from policy and practice viewpoints.

Grant Number: H078C70040

Postsecondary-Innovative Transition Technology Project (Post-ITT)

Project Director: Emerson, John

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Washington Research Institute
150 Nickerson Street Suite 305
Seattle, WA 98109
(206)285-9317

Purpose: The Postsecondary-Innovative Transition Technology Project will provide direct technology enhanced collaborative linkages among 18 postsecondary disability service coordinators, high school students with disabilities, and their transition planning teams. This collaboration combines the resources and expertise of postsecondary disability service offices, secondary transition teams, and the Division of Vocational Rehabilitation.

Method: The project will increase student awareness of postsecondary opportunities and available disability and adult support services, facilitate eligibility review for disability and adult services, develop outreach strategies to inform secondary personnel of postsecondary services, and assist potential candidates to engage in sound transition planning to enhance postsecondary education access and success. Through desktop video conferencing and a Web site, the project will promote appropriate postsecondary choice and access to students at four demonstration high schools. This approach will provide students with easily accessed postsecondary disability support services information, and with access to professionals and successful students.

Products: At the conclusion of the project, validated system features will be available for adoption by other postsecondary institutions and school districts. The project offers the promise for a statewide system to link all postsecondary institutions with the secondary system. This will help to create a seamless postsecondary transition approach for students with disabilities who seek advanced vocational training or academic preparation leading to satisfying careers.

Grant Number: H078C70042

Opportunity to Completion

Project Director: Zeph, Lucille A.

Beginning Date: Jul 1, 1997
Ending Date: Jun 30, 2000

University of Maine
Center for Community Inclusion
Office of Resea
5717 Corbett Hall
Orono, ME 04469-5717
(207)581-1084

Purpose: This project details the development, implementation, evaluation, and dissemination of a theory-based model program designed to increase opportunity for and success in four-year undergraduate education for students with disabilities. The approach is based on a synthesis of theory, research, evaluation, and practice.

Method: The first project activity is a community-based outreach program consisting of information and dialogue and of empowering middle and high schools. The institutional empowerment component of the project consists of a Higher Education Living and Learning Plan advisory model, On-Line Disability Information and Support, and a collaboration with the Career Center. To enhance the campus climate for diversity, which is the final activity of the project, the Center for Community Inclusion will work with existing diversity efforts to conduct campus-wide awareness programs related to disability as diversity and will provide technical assistance to faculty in developing teaching skills for diverse groups of students with disabilities.

Products: The project is a collaborative effort within the University of Maine and with high schools, communities, and community-based projects in Maine to increase opportunities and successes for students who have various disabilities. National dissemination of the model is planned.

Grant Number: H078C70045

Model Demonstration Projects to Improve the Delivery and Outcomes of Postsecondary Education of Individuals with Disabilities

Project Director: Nicely, Donna

Beginning Date: Aug 15, 1997
Ending Date: Aug 14, 2000

Pennsylvania State University
College of Education
Office of Sponsored Programs
University Park, PA 16802
(814)865-0596

Purpose: This project will address the continuing need for educational institutions to modify instructional strategies and classroom environments to promote greater participation of students with disabilities and improve their academic performance.

Method: The project will assess specific training needs of faculty and staff with respect to disability issues, develop and implement different training approaches, and it will evaluate each training model using multiple outcome measures such as faculty/staff satisfaction with training, knowledge about making disability accommodations, and self-efficacy in applying disability information in a variety of postsecondary environments.

Products: The project expects to develop effective faculty and staff training programs that can be duplicated at other postsecondary settings to better serve the full range of students with disabilities. It will produce procedures and training materials such as faculty and staff handbooks, videotapes, and an Internet home page with information regarding accommodations for postsecondary students with disabilities. It will also conduct a cost-benefit analysis to assess time and cost factors associated with the training approaches to determine the feasibility of replication at other postsecondary settings.

Grant Number: H078C70057

Center for Leadership and Career Development Education

Project Director: Peterson, Willa

Beginning Date: Aug 15, 1997
Ending Date: Aug 15, 2000

Fitchburg State College
Academic Affairs
160 Pearl Street
Fitchburg, MA 01420
(508)665-3368

Purpose: Through this project, the Regional Center for Leadership and Career Education at Fitchburg State College will incorporate the success of postsecondary model programs into a comprehensive model of career services for students with disabilities in postsecondary education. The main focus will be to create a continuous and comprehensive network of services for a diverse group of students at all levels of postsecondary education.

Method: The main program components of the Center will include training and technical assistance to campus service providers and employers in areas such as creating partnerships, disability law, reasonable accommodation, disclosure of disability, and assistive technology. The center will promote continuity of career development throughout a student s postsecondary experience and into the workplace. Emphasis is on leadership and empowerment by involving students with disabilities at all levels of program development and in the Leadership Conference for students, and by promoting inclusion of students with disabilities in all aspects of campus life.

Products: The Center will create a web of programming for its constituents to promote and enhance career potential for students with disabilities throughout the region. With an expectation of a direct impact on 80-100 students each year, the Center can collect quantitative and qualitative data on the effectiveness of service provision and can provide a theoretical framework to determine the linkage between leadership experiences, self-empowerment, and employment success. Outcome studies will be disseminated via conferences and publications. The Center will use electronic media to develop a directory of assistive technology and accommodation resources for use by consumers, campus career and field work personnel, and employers in the region.

Grant Number: H078C70058

A Model Demonstration Project to Integrate Learning Style Strategies and a Minority Recruitment Plan into Programs Serving Students with Severe Disabilities

Project Director: Clark, Deborah

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Valencia Community College
Center for High-Tech Training
P.O. Box 3028
Orlando, FL 32802
(407)299-5000

Purpose: This model demonstration project is part of the Computer Programmer Training and Computer Assisted Design for High-Tech Training for Individuals with Disabilities at Valencia Community College. The Center provides training and support services that lead to high rates of completion and job placement for individuals with significant disabilities.

Method: The project will identify models for institutional change that can support higher education institutions nationally in meeting the challenges of the coming years. The center will focus on becoming a more learning-centered institution, emphasizing the results of the instructional process and the concern that the college prepare all students for their future lives and careers. Valencia will base its minority recruitment activities on its currently successful College Reach-Out recruitment and readiness model to target minority students from area high schools.

Products: Each year the project will publish and distribute reports which outline the processes used for customizing instruction based on student learning styles and for implementing minority recruitment plans. Success will be measured by project-defined outcomes and will be part of the reports that are disseminated.

Competition 84.086D:
Research Projects for Educating Children with Severe Disabilities in Inclusive Settings

Grant Number: H086D50004

Maximizing Achievement Excellence Via Inclusive Education Programs

Project Director: LOWITZER, ARTHUR

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF NEBRASKA MEDICAL CENTER
BOARD OF REGENTS
MEYER REHABILITATION INSTITUTE
600 SOUTH 42ND STREET
OMAHA, NE 68198-6810
(402)559-5766

Purpose: To improve educational outcomes for middle and secondary students with severe disabilities using best practice measures of program quality and student progress.

Method: School district personnel will collaborate with researchers to implement the Lifestyle Design Process (LDP). a model based on current "best practices" for inclusion. The five basic steps of IDP are: vision planning; assessing and remediating barriers to participation, assembling meaningful routines and schedules, developing specific intervention strategies, and evaluating effectiveness and developing a monitoring system. The LDP will be used to identify the supports required to enable students with severe disabilities to be successful in regular education classrooms. Project and school staff will be trained in the LDP model by its developers, after which they will implement the model and assess student progress. Impact of the LDP model on peers without disabilities will also be assessed. A longitudinal interview research design will be used to describe the LDP process and its impact on students, families, teachers and other school personnel. Semi-structured interviews will be conducted with participating regular and special education teachers, administrators, staff, and students to document their attitudes toward inclusion before and after implementation of the LDP.

Products: Presentation of findings will be made at appropriate local, regional, and national conferences, and articles describing project procedures and outcomes will be submitted to appropriate journals. A training program will also be developed and marketed through the MRI Media Resource Center, offering training to school personnel in Project MAX-IEP procedures. Finally, a videotape describing the project and its outcomes will be developed for information and training purposes in the third year of the project.

Grant Number: H086D50006

Building Bridges to Inclusion

Project Director: OXLEY, DIANA

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF OREGON
SPECIALIZED TRAINING PROGRAM
RESEARCH AND SPONSORED PROGRAMS
5219 UNIVERSITY OF OREGON
EUGENE, OR 97403-5219
(503)346-2490

Purpose: To enact a program of research and development activities which have been designed to help educators link the implementation of standards- based high school reform with inclusion of persons with severe and other disabilities.

Method: During the first six months of the project researchers will identify schools that have been prominently successful in implementing inclusion and/or standards-based reforms. Project staff will visit each site, interview key staff, and observe school activities. The information they gather will be used to write a monograph on the state of the art of inclusion and standards-based reform in Oregon. Participating high schools will then be selected, and project staff will join school-based planning teams and assist in designing reforms, identifying curriculum and staff development needs, developing curricular and teaching materials, and training staff. University collaborators will work with schools in these areas over the remaining 2 1/2 years of the project, and will publish interim reports and monographs on the progress of reforms, implementation, and barriers encountered. Project staff will also assess the effects of these reforms on students in relation to the proficiency standards concerned with understanding ability diversity and healthy interpersonal relationships as well as ability to work as a team member. Staff will use student focus groups and student portfolio materials to collect data on student performance in these areas. Staff will also examine students patterns of social interaction to ascertain whether or not reforms have increased interaction between students with disabilities and nondisabled peers.

Products: Through the process of conducting action research, staff will develop and test teaching modules and a school visit guide for educators and parents use in understanding what practices are in place to support inclusive education. These modules will be disseminated through the Schools Project direct request dissemination system and used in Specialized Training Program graduate courses. Staff will also disseminate detailed descriptions of the reforms, schools strategies for implementing them, and their effects on students to statewide and national audiences.

Competition 84.086U: Outreach Projects: Serving Children with Severe Disabilities in General Education and Community Settings

Grant Number: H086U50024

Project REC: Outreach Training Serving Children with Severe Disabilities in General Education and Community Settings

Project Director: KIERNAN, WILLIAM

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

CHILDREN S HOSPITAL INSTITUTE FOR COMMUNITY INCLUSION
300 LONGWOOD AVENUE
BOSTON, MA 02115
(617)735-6506

Purpose: To ensure that recreation and other social activities in the inner city schools and communities of Massachusetts are accessible to individuals with disabilities from all cultural backgrounds.

Method: Over the three year funding period, Project REC will utilize culturally sensitive outreach strategies to develop inclusive recreation programs and activities in three urban sites in Massachusetts (Boston, Fall River/New Bedford and Lowell) with high concentrations of families from diverse minority groups. Staff will directly assist a minimum of 75 students in assessing and gaining access to school and community recreation opportunities. Additionally, staff will provide inservice training to a minimum of 700 education, recreation and multicultural service professionals, families, students and other interested community members on inclusive recreation practices with a focus on inclusion of individuals with severe disabilities and from diverse cultures. Training topics may include: strategies of inclusion; assessing recreation interests; assessing available community options; developing networks of support; developing friendships; and problem solving.

Products: Culturally sensitive materials will be developed to complement current inclusive recreation designs on including individuals with disabilities from diverse cultural backgrounds. The program training guide will be disseminated nationally and will be presented at two national and four regional conferences. Three journal articles will be published on project activities and findings as well.

Grant Number: H086U60008

The Choose and Take Action Network

Project Director: MARTIN, JAMES

Beginning Date: Jan 1, 1997
Ending Date: Dec 31, 1999

UNIVERSITY OF COLORADO
SCHOOL OF EDUCATION
SPECIAL EDUCATION PROGRAM
P.O. BOX 7150
COLORADO SPRINGS, CO 80933-7150
(719)593-3627

Purpose: This project will develop a new self-determination curriculum and lesson package called "Choose and Take Action" that is designed for use by secondary school students with severe cognitive needs.

Method: The Choose and Take Action Network will develop and disseminate curricula and multimedia materials in four states. Project activities will be coordinated across the states and materials field tested there. Representatives and staff will assess and organize the materials and test them in workshops. The package will be replicated and more widely disseminated by means of a nationwide satellite broadcast to expose educators, parents, and administrators to its methodology and to allow them to take advantage of new opportunities to teach self-determination skills.

Products: At the conclusion of the project, the Choose and Take Action Network should have disseminated information about effective self-determinationmethodology and practices to over 10,000 educators and parents, affecting over 175,000 students. Materials will be published and replicated in over 20 sites in four states. The curriculum will be presented in an easily accessible format to reach as many students with severe needs and their families as possible. As a result of the project s activity, the school to adult life transition services for students with severe disabilities and their families will be improved.

Grant Number: H086U60026

Inclusion Specialist Consultant Training to Support Toddler and Preschool Age Children with Severe Disabilities in Community Based Settings

Project Director: KLEIN, DIANE

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

CALIFORNIA STATE UNIVERSITY, LOS ANGELES
DIVISION OF SPECIAL EDUCATION
5151 STATE UNIVERSITY DRIVE
LOS ANGELES, CA 90032-8253
(213)343-4415

Purpose: This inservice/outreach project will provide training related to exemplary practices in both Early Childhood Special Education (ECSE) inclusion and collaborative consultation.

Method: Over a three-year period the project will identify cohorts of well- qualified ECSE professionals and provide a dynamic participation model of inservice training related to the development of skills necessary to provide consultation and support for infants and young children with severe disabilities in inclusive community-based settings.

Products: The project addresses the following goals: development of an early intervention inclusion specialist consultant training model based on best practices in ECSE and collaborative consultation, as well as on research related to effective inservice training practices; implementation, evaluation, and revision of the model; replication and outreach, in the state and nationwide, via dissemination of training materials.

Grant Number: H086U60031

Special Care Outreach: Serving Children with Severe Disabilities in General Education and Community Settings

Project Director: GARLAND, CORINNE

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

CHILD DEVELOPMENT RESOURCES INC
P.O. BOX 280
NORGE, VA 23127-0280
(804)566-3300

Purpose: Special Care is an outreach project that intends to expand child care and inclusive placement options for children with severe disabilities from birth through age five and their families through the replication of a proven model of training for home-and center-based care providers.

Method: Working through local interagency councils or planning groups, Special Care Outreach builds on local systems of early intervention and early childhood special education to foster inclusive placements. At each replication site, personnel are acquainted with the training content and process so that they can train in their own communities, supported by the project s technical assistance manual.

Products: The project, whose mission is to increase inclusive child care placement options for children with severe disabilities, intends: to coordinate project activities with state agencies and organizations responsible for planning, implementing, and monitoring early intervention and early childhood education services; to replicate the training model for child care providers; and to foster linkages among providers, families, and special education services to support placement of children in inclusive care settings. Curriculum and materials will be reviewed and evaluated and disseminated nationally to agencies which train child care providers.

Grant Number: H086U60037

Outreach Serving Children with Severe Disabilities in General Education and Community Settings

Project Director: FOX, WAYNE

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF VERMONT
UNIVERSITY AFFILIATED PROGRAMS
499C WATERMAN BUILDING
BURLINGTON, VT 05405-0160

Purpose: The purpose of this proposed outreach project is to positively impact the quality and availability of educational opportunities for children with severe disabilities in general education classrooms by replication of a school-based systems change model.

BEST COPY AVAILABLE

Method: The design of the project consists of six components: a project advisory council; recruitment and selection of school sites; a leadership institute during which state teams develop support networks and plans to implement the model within their states; follow-up and technical assistance by project staff to state teams; an evaluation plan to assess the impact of project activities on educators, families, and students in each target school; and a plan to disseminate results of project activities.

Products: The objectives of this project include: establishing a national advisory council that includes family members, educators, administrators, school board members, and state policy makers; recruiting and selecting school from other states to implement the model; conducting a leadership institute where networks will be developed and the model will be implemented; providing formal follow- up and technical assistance to the state teams; evaluating the impact of the project on students, families, state departments of education, and institutions of higher learning; and dissemination of information about the project through various media.

Grant Number: H086U60038

Tech-Link Project

Project Director: INGE, KATHERINE J.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

VIRGINIA COMMONWEALTH UNIVERSITY
REHAB RESEARCH TRAINING CENTER
BOX 942011 1314 N MAIN STREET
RICHMOND, VA 23284-2011
(804)828-1851

Purpose: The purpose of the project is to disseminate information on successful best practices curricula and products that have proven effective in including students with severe disabilities in social, vocational, and academic settings and activities. Project Tech-Link will gather the most outstanding information that is available in the field on these transition best practices and disseminate it via the Internet to school personnel, family members, and students.

Method: The project will establish and use a consulting faculty in severe disabilities consisting of experts, parents, family members, and practitioners. It will use electronic technology (the Internet) to create a network for participants. It will conduct three courses per year for participants on transition best practices. It will establish an information and referral system for participants to obtain references and resources related to specific best practice topics in transition. After self-evaluation, the project will disseminate a replication manual and diskettes to university programs, departments of education and interested individuals describing the model.

Products: Project Tech-Link expects to have the following impact: developing extended communities of individuals to serve as resources and support in facilitating transition outcomes; dissemination of information on transition programs using the Internet; providing access to a group of experts in severe disabilities; providing a means for participants to overcome barriers to successful transition outcomes such as employment; influencing the attitudes of participants and empowering them to become involved in the implementation of best transitioning practices; and establishing continuing networks of support using the Internet and World Wide Web.

Grant Number: H086U60046

Assistive Technology Transition (TechTrans)

Project Director: BORDEN, DENNIS

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

OREGON HEALTH SCIENCES UNIVERSITY
CHILD DEVELOPMENT & REHABILITATION CENTER
P.O. BOX 574
PORTLAND, OR 97207-0574
(503)494-7784

Purpose: The purpose of the TechTrans Project is to identify barriers and gaps in transition from student to adult life with students who use assistive technology and to implement models, exemplary practices, and products that can be used to overcome these barriers in academic and social settings and activities.

Method: The project seeks to identify assistive technology components of transition models at the state and local school levels. It will organize the Oregon Assistive Technology Transition Summit. It will document consumers experience with assistive technology transition and develop the TechTrans model, implement it at selected sites throughout Oregon, evaluate it, and disseminate it.

Products: Through the project, a new and critically needed implementation model for educators and consumers will be designed employing the fields of assistive technology and transition planning. The model will be used to train users so that students with severe disabilities will be able to move from a supportive school setting to a knowledgeable adult provider system that can support and maintain assistive technology to gain independence, freedom of communication, and productive lives.

Grant Number: H086U60054

Developmental Therapy-Developmental Teaching: An Outreach Project for Children and Youth with Severe Disabilities

Project Director: DAVIS, KAREN

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF GEORGIA
DEVELOPMENTAL THERAPY PROGRAM
COLLEGE OF FAMILY & CONSUMER SCIENCE
ATHENS, GA 30602
(706)369-5689

Purpose: This project proposes to assist educational and other agencies in implementing a proven educational model to improve services for children and youth with severe social, emotional, and behavioral disabilities (SE/BD) in inclusive, general educational and social/community settings.

Method: To assist the targeted agencies in implementing the Developmental Therapy-Developmental Teaching model, outreach services will be provided to states, local agencies, selected audiences, and individuals. Personnel will be trained to serve the children in a least restrictive environment.

Products: The goals of this project are: to increase the understanding of educators and families of children and youth with SE/BD in early intervention, preschool, and general elementary school programs about exemplary teaching and behavior management practices for facilitating social-emotional competence; to increase the skills of educators in selecting, implementing, and demonstrating exemplary practices based on their increased understanding; to facilitate the effectiveness of state and local education agencies in implementing quality adoption sites and programs with personnel skilled in demonstrating practices which enhance teaching-learning environments; to assist agencies for early intervention and educational agencies across the state and across the country by providing technical assistance, information dissemination, and personnel development to coordinate and replicate components of the model.

Grant Number: H086U60055

Tri-State Consortia on Positive Behavioral Support (PBS)

Project Director: Knoster, Tim

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1998

Pennsylvania Department of Education
Bureau of Special Education
333 Market Street
Harrisburg, PA 17126

Purpose: The outreach project intends to increase awareness of and expand the skills of diverse support teams to design and deliver effective behavioral support plans for children with severe disabilities and to allow those children to be integrated into school and community settings. It will serve as a national model for future outreach activities for such children.

Method: The project will provide intensive training across selected sites within tri-state region (Pennsylvania, Virginia, and West Virginia). School-based teams, representatives of child-care systems, and members of local communities will be engaged in the process. Efforts will be made to collaborate with state systems to ensure the infusion of training content across higher education discipline areas.

Products: The project intends to replicate and enhance the Rehabilitation Research and Training Center on Positive Behavioral Support (PBS) curriculum of training and technical assistance. It will facilitate development of PBS plans for teams supporting children/students with severe disabilities who present challenging behavior in integrated school and community settings. Training curricula, materials, and products will be developed and disseminated to families, advocates, educators, and child-service systems.

Competition 84.086V: Institute on Implementing Inclusive Education for Children with Severe Disabilities

Grant Number: H086V40007

Consortium on Inclusive Schooling Practices

Project Director: Salisbury, Christine

Beginning Date: Sep 1, 1994
Ending Date: Aug 31, 1999

ALLEGHENY-SINGER RESEARCH INSTITUTE
OFFICE OF RESOURCE DEVELOPMENT
320 E. NORTH AVENUE
PITTSBURGH, PA 15212
(412)359-1523

Purpose: To initiate a collaborative effort among the Allegheny Singer Research Institute, the University of Montana, San Diego State University, and the National Association of State Boards of Education to build the capacity of state and local education agencies to provide inclusive educational services.

Method: The collaborative capacity building process will involve various components, including a National Advisory Board, recruitment and selection of states and LEAs, development of action plans based upon assessed needs, and a plan to translate and disseminate findings into implementable policies and practices at the state, district, building, and classroom level. This project will focus on systemic reform rather than changes in special education programs only. Staff will develop a transactional, feedback loop between State Boards of Education and participating LEAs in their state that will provide a bi-directional flow of insights and information producing solutions to implementation issues. Within each LEA, staff will work with schools that naturally feed students from elementary to middle to high school settings. Staff will then design and deliver a variety of training and technical support activities for SEA and LEA participants. The Consortium will identify representative stakeholders from all levels to comprise inclusive schooling planning teams. These teams will identify issues, develop and implement action plans, evaluate outcomes of efforts, and revise subsequent action plans.

Products: Consortium training and technical assistance activities will enhance the quality of education and related services provided to students with significant disabilities directly served by participating districts, as well as those who are served through dissemination, replication and conference activities. Parents will also benefit through conference presentations, materials dissemination, and collaboration with PEAK and other parent affiliate groups.

Competition 84.158D: Model Demonstration Projects to Identify and Develop Alternatives for Youth with Disabilities Who Have Dropped Out of School or Are At-Risk of Dropping Out of School

Grant Number: H158D50002

Project Passageway: Program to Assist Secondary Students in Achieving Gainful Employment West Alabama Youth

Project Director: Madison, Marion

Beginning Date: Jun 6, 1995
Ending Date: Jun 6, 1998

LIVINGSTON UNIVERSITY
HIGHWAY 11 NORTH
LIVINGSTON, AL 35478
(205)652-9661

Purpose: To offer transition services for students and their parents which will culminate in the improvement of literacy skills, an earned high school diploma (or its equivalent). and employment opportunities.

Method: Project staff will create curriculum and scheduling options for current students, including the option of half-day academics followed by half-day vocational school training. Summer career exploration classes at Livingston University will be offered, as well as special LU workshops addressing specific academic needs, computer training, and career exploration. Dropouts will be offered developmental classes in academic areas and GED preparatory classes at LU in the evenings. Selected students who have completed GED work during the first program year will be offered opportunities to enroll as LU postsecondary students in the second and third years. Counseling sessions will be provided to students and family members by school counselors, LU representatives, representatives of the Division of Technology, and peer mentors on subjects to include graduation requirements, available programs and services, career preferences, job seeking, keeping, readiness and placement, and other relevant information. LU courses will also be offered as telecourses, and will be offered at alternative sites as well to maximize accessibility. After completing vocational assessment, students will be paired with job coaches to begin transition planning and preparation for employment. School course work will include seminars on job hunting and keeping skills, as well as regular curriculum units on time management, organizational skills, communication, on-the-job behavior, and other basic employment competencies.

Products: Project staff will submit proposals to share their findings at regional and national meetings, and will also participate in inservice programs for local school systems. Videotapes, training manuals, and brochures will be disseminated to secondary school systems, postsecondary institutions, and service agencies for use in replication and training. Information will also be provided to disability-related organizations in the West Central Alabama area.

Grant Number: H158D50012

Secondary Education and Transitional Services for Youth with Disabilities Program

Project Director: BEHRMAN, MICHAEL

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

GEORGE MASON UNIVERSITY
CENTER FOR HUMAN DISABILITIES
4400 UNIVERSITY DRIVE
FAIRFAX, VA 22030-4444
(703)993-3670

Purpose: This project represents a collaborative effort between the Fairfax County Public School and George Mason University to develop, implement, evaluate, and disseminate new and improved components and strategies to recruit, train, and place youth with learning disabilities and/or serious emotional disturbances who are at-risk for dropping out of school.

Method: A Transition Support Resource Center (TSRC) will be organized to create conditions research has found to be essential for resiliency among delinquent youth, namely success experiences and positive relationships with one or more adults. The TSRC will provide students with individualized instruction and support services during their "transition" period as they prepare to work toward graduation from high school, completion of General Equivalency Diplomas, and/or preparation for and placement in employment and community living. Students and their families will also receive counseling, social skills training, career exploration, goal setting assistance, parenting skills development, and guidance and selecting subsequent placements. Each student will have an Individual Transition Contract (ITC) and a schedule for completing it. It is anticipated that students will receive services until they achieve a successful transition either back to their base school, an alternative placement, and/or employment in the community or another appropriate setting. After achieving this successful transition, they will be monitored throughout the following year. Each project strategy will be evaluated to determine their effectiveness in preparing students for at training their individual goals.

Products: It is expected that students will experience improvements on three levels: 1) self-perception and self-confidence; 2) skills and knowledge; and 3) future educational and occupational opportunities. Information on effective practices in this project will be developed into a replication packet and disseminated to other local school divisions in Virginia, to professional and advocacy organizations, and to relevant state and federal offices.

Grant Number: H158D50021

Empowering Community Participation and Personal Self-Determination: A Person-Centered Community Response to Youth with Disabilities Who Have Dropped Out of School or Are At Risk of Dropping Out

Project Director: MICHAELS, CRAIG

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

NATIONAL CENTER FOR DISABILITY SERVICES
RESEARCH AND TRAINING INSTITUTE
201 I. U. WILLETS ROAD
ALBERTSON, NY 11507
(516)747-5400

Purpose: To involve all relevant stakeholders in developing, implementing, evaluating, and disseminating innovative strategies to identify, recruit, train, and place youth with disabilities who have dropped out of school or are at risk of dropping out of school.

Method: A Participatory Action Research framework will be used to actively involve all relevant stakeholders and constituencies in articulating strengths and weaknesses of current community support systems and cooperatively setting an agenda for change. Mentors will be trained to serve as citizen advocates. A person-centered planning strategy will be used to foster personal competency andself-determination skills, and skills focusing on self-determination, job-seeking and job-keeping,career exploration, and social skills will be infused into the extant Home and Careers and Introduction to Occupations courses at participating schools. Students will play active roles in developing their own plans for their long-term futures and short-termtransitions. Individual teachers and teams will meet with students biweekly to discuss the progress and implementation of these plans. Following vocational evaluations for each student, mentors will be assigned based on evaluation results and students recreational interests. Project staff and mentors will work with students to exercise their self-determination skills in the community, and will also work with appropriate community agencies to provide services responding to students individual needs. Through technical assistance, facilitating interagency collaboration, and training community members in advocacy and mentoring skills, project staff will empower the community prior to transferring program ownership to the community.

Products: The 105 individuals served directly through the program will make transitions into one or more of the following: integrated competitive employment; postsecondary education; vocational training; basic education programs. A How-To manual will be produced in project Year Three to promote replication of the project, and project findings will be presented at regional and national conferences as well as being prepared for publication in appropriate journals and via electronic means.

Grant Number: H158D50022

The Trails Project: Transition: Responsible Actions for Independent Living Success

Project Director: KAISER, DENISE

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

OHIO VALLEY EDUCATIONAL COOPERATIVE
205 PARKER DRIVE
LAGRANGE, KY 40031
(502)222-4573

Purpose: To identify and develop alternatives for youth with disabilities who have dropped out of school or are at risk of dropping out of school.

Method: The TRAILS project will utilize a newly developed functional curriculum for students with mild disabilities, known as "Life Management, " as the primary strategy for helping students make successful transitions to post-secondarysettings. The Life Management curriculum will be tested in a variety of settings (regular school, alternative school, summer school and night school) to determine its impact on student outcomes. Implementation of the curriculum will involve the following strategies: (1) a strong partnership with businesses to involve students in site visits, job shadowing, and mentoring; (2) an emphasis on self-advocacy in the student s transition planning conference and other settings; (3) follow-up of course/high school graduates through support groups and monitoring visits at their homes and workplaces; and (4) implementation at sites which are seeking to transform the high school learning environment through strategies such as individual graduation plans, technology, authentic assessment, reorganization of scheduling, advisor/advisee programs, integrated academic portfolios, and proactive learning.

Products: TRAILS has the following objectives: (1) to increase the percentage of students earning high school diplomas or GEDs; (2) to increase the number of alternative program options; (3) to increase the frequency of student participation in transition planning conferences; (4) to increase percentages of students who achieve their educational and transitional goals and objectives; and (5) to increase the percentage of students who successfully make the transition into community living by maintaining employment, enrolling in a 2-or 4-year postsecondary educational program, entering the military, or entering other training programs.

Competition 84.158J:
Research Institute on Secondary Education for Children with Severe Disabilities

Grant Number: H158J70001

Research Institute on Secondary Education Services for Children and Youth with Disabilities

Project Director: Phelps, Allen

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2002

University of Wisconsin System
Wisconsin Center for Education Rese
750 University Avenue
Madison, WI 53706
(608)263-2714

Purpose: The institute designed by this project will plan and conduct a five-year strategic program of research and dissemination to generate information on effective strategies for improving learning opportunities and results for the full range of students with disabilities in secondary school settings.

Method: Using a framework from a longitudinal study of successful school restructuring, five action research programs will be undertaken with teams of teacher-researchers in significantly restructured secondary schools where youth with disabilities are being served in regular or special classes. Field studies in urban, suburban, and rural action research schools will examine the effects of assessment on the design and delivery of integrated instruction and support strategies, parental and student engagement in standards-based initiatives, and career exploration and planning processes which produce high levels of achievement and postschool outcomes.

Products: Research synthesis papers, best practice briefs, and a Design Forum will be completed in the first year of the project to focus and prioritize the five research programs. A national network of dissemination and outreach partner organizations will assist in making the results of the studies widely available to parents, teachers, administrators, and policymakers.

Competition 84.158Q: Outreach Projects for Services for Youth with Disabilities

Grant Number: H158Q50015

School Based Supported Employment Maximizing Community and Workplace Supports

Project Director: VALENTI, DEBBIE

Beginning Date: Jan 1, 1995
Ending Date: Dec 31, 1997

VIRGINIA COMMONWEALTH UNIVERSITY
SCHOOL OF EDUCATION
REHABILITATION RESEARCH TRAINING CENTER BOX 980568
RICHMOND, VA 23298-0568
(804)828-6772

Purpose: To assist local education agencies nationwide to adopt, implement, and evaluate a proven service delivery model designed to provide supported employment job placement and support services to adolescents with significant disabilities.

Method: The supported employment model to be replicated builds on earlier supported employment approaches and emphasizes (a) student control in the choice of their careers as well as the amount and type of support they wish to receive and (b) maximum use of employer, coworker, community and family (i.e. "natural" supports). To facilitate replication and implementation of the model, individualized technical assistance plans will be developed for each participating site. In each community, an implementation team composed of representatives from education, vocational rehabilitation, and community-based mental health/mental retardation agencies, consumer organizations, family members, and other relevant agencies will guide the overall implementation and evaluation of the project. The project will design and deliver a range of training, technical assistance, and support activities, all customized to meet the specific needs of each participating community. Each site will receive at least six days of on-site training and technical assistance in the planning and implementation of this model. Formal replication guides, resource listings, multimedia materials, satellite teleconferencing, external consultants and other forms of technical assistance will be provided as specified in individualized technical assistance plans. Additional sites will be added in the second and third years of the project, while follow-up support continues to be provided to the original sites.

Products: The Project Advisory Team will propose a dissemination plan to include such products as "how to" replication manuals, conference presentations, journal publications, replication site visits, and newsletter articles. Other significant products will include a topical newsletter, a formal replication model, and at least two presentations at national professional gatherings.

Grant Number: H158Q50023

Youth Transition Program Outreach

Project Director: BENZ, MICHAEL

Beginning Date: Jul 1, 1995
Ending Date: Jun 30, 1998

UNIVERSITY OF OREGON SECONDARY SPECIAL EDUCATION
RESEARCH AND SPONSORED PROGRAMS
5219 UNIVERSITY OF OREGON
EUGENE, OR 97403-5219
(503)346-1408

Purpose: To replicate and disseminate the Youth Transition Program, an interagency model designed to address the transition needs of students with disabilities.

Method: The YTP is a proven school to work transition model which has been field tested and validated in 25 local communities over the past four years. YTP procedures and materials help to structure the interactions of school and VR staff at the local level, beginning when students are still in school and continuing throughout students early transition years. Students participating in the YTP receive assistance with eligibility determination for vocational rehabilitation, transition planning, job-related instruction, and follow-up support in order to ensure a successful transition from school to community life. Through this project, staff from the University of Oregon will assist state education and rehabilitation personnel in Alabama and Arizona to replicate the YTP in several local communities in each state. Staff will provide training in the YTP administrative structure and program evaluation system, including procedures for data collection, tracking student outcomes, and generating reports. State level staff will be supported in providing initial training and ongoing technical assistance to local sites implementing the model, and evaluation materials will be developed or modified as needed for each state. The impact of the model in each state and community will be evaluated, and finally state agency staff will be assisted in maintaining and expanding the YTP model as an embedded program within state and community education and rehabilitation services.

Products: Within participating states, staff will work with state level VR and education staff to disseminate information about the YTP through statewide newsletters and conference presentations. On the national level, staff will disseminate project products and findings nationwide through the submission of manuscripts for publication, presentations at national conferences, and distribution of YTP materials (including the YTP procedures manual) to interested agencies and individuals in other states.

Grant Number: H158Q50025

Bridges...From School to Work

Project Director: DONOVAN, MARK

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

MARRIOTT FOUNDATION FOR PEOPLE WITH DISABILITIES
ONE MARRIOTT DRIV
WASHINGTON, DC 20058

Purpose: To replicate a successful school-to-work transition model in the inner city of Atlanta, Georgia and Fairfax County, Virginia.

Method: Services provided by program staff will include pre-employmenttraining to project participants, their families, and potential employers; comprehensive skill assessment, job analysis and job matching; job coaching, technical assistance, and other support for positive long-term employer/employee relationship; and comprehensive data collection and analysis to measure and document project outcomes. Training will be provided to employers in such subjects as disability awareness, reasonable accommodation, and practical strategies for recruiting, hiring, supervising, and retraining youth with disabilities. Labor needs within local companies will be identified, and job analyses will be conducted to determine essential functions and duties for each identified position as well as critical job success factors in the work setting. School outreach will be conducted to identify eligible youth with disabilities, including an effort to identify the interests, functional skills, vocational training, specific needs, key supports, and related circumstances of those youth. Work orientation and training will be provided to students prior to job placement, and support will be provided to employees and key coworkers following placement. Project staff will establish and maintain a formal collaborative relationship with key personnel in local vocational rehabilitation facilities, school systems, and other relevant community organizations in order to coordinate activities, access additional support, and ensure a smooth, effective, and efficient flow of services to meet students needs.

Products: Dissemination activities will include, but not be limited to, information sharing with service providers through presentations at local and national conferences to be coordinated by site staff. Visits by interested parties to project sites will be arranged on request. Other specific dissemination activities will assist local, state, and national organizations and agencies in developing effective school-to-work employment transition programs for students with disabilities based on meeting the needs of both the young adult and his or her employer.

Grant Number: H158Q50028

Outreaching Successful Transition Self-DeterminationPractice through An Exemplary Systemic Empowerment Methodology

Project Director: STODDEN, ROBERT

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF HAWAII
OFFICE OF RESEARCH ADMINISTRATION
2540 MAILE WAY SPALDING 253
HONOLULU, HI 96822
(808)956-5009

Purpose: To assist and support the adoption of program models, components of models, and other exemplary practices designed to improve secondary education and transition services and supports for youth with disabilities and their families.

Method: This project combines two “state of the art” conceptual orientations: (a) systemic and consumer-focused determination of the successful status of practices, model components or program elements to be replicated; and (b) an interagency team empowerment process for the replication and dissemination of selected practices or program elements. These orientations will be implemented through structured partnerships between participating institutions of higher education and state/local interagency transition teams responsible for empowering the self-determinationof youth with disabilities, their families, and local community supporters. Information on exemplary self-determination practices and models within the areas of transition assessment, planning, and intervention will be gathered and synthesized. The interagency team empowerment process will then be structured and implemented through interagency transition teams in Hawaii and California. Staff will then evaluate the effect of the interagency team empowerment outreach process, the successful practice elements integrated within policy, procedure, and practice at outreach sites, the effectiveness of program components and outcomes, and the results generated by program innovations. Following dissemination of project processes and products developed through the interagency team empowerment process, staff will work to replicate and institutionalize program components found to effective in enhancing self-determination transition outcomes for youth with disabilities.

Products: The proposed outreach project will build upon and expand networks and partnerships operating between institutions of higher education and state systems for transition services in Hawaii and California. General dissemination to the field at large and other interested schools and agencies will be achieved through a networking newsletter, journal articles, conference presentations, RRC networks, and an NTN institute network.

Grant Number: H158Q50031

TASSEL Outreach Project: Teaching All Student Skills for Employment and Life

Project Director: TEST, DAVID

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE
DEPARTMENT OF TEACHING SPECIALTIES
UNCC STATION
CHARLOTTE, NC 28223
(704)547-2531

Purpose: To provide training, technical assistance, and dissemination activities needed to replicate TASSEL (Teaching All Students Skills for Employment and Life) in nine LEAs nationwide.

Method: Training and services will be provided to three local education agencies per year to support replication of the TASSEL model. The model is designed to provide students with appropriate options within the educational setting to assist them in meeting their postsecondary goals for employment, living arrangements, education, and recreation/leisure activities. The TASSEL model is based around effective transition planning supported by assessment/evaluation of student skills, abilities, and interests, interagency collaboration, and appropriate school activities/experiences for meeting postsecondary goals. Exceptional students at the secondary level will be given the option of pursuing either an academic course of study or and occupational course of study depending on their post-school plans. Provisions for the academic option will include 20 units of credit required by North Carolina for a high school diploma, including daily small group tutorial classes led by special education teachers providing such services as textbook modification, test modifications, tutoring, study skill training, homework assistance, and remediation. Students choosing the occupational course of study will participate in 25 units of credit consisting of a functional and community-based curriculum applicable to community settings. Each student completing the occupational program will also develop a job placement portfolio documenting the student s readiness for work and specific job preparation skills and experiences.

Products: The project replication manual, curriculum guide, and working papers will all be prepared for widespread dissemination, and will include a standard feedback survey which can be returned to project staff. Training packages and dissemination/replication presentations will be evaluated using questionnaires. Data will also be collected to enable project staff to track who receives dissemination products and how many products are disseminated.

Grant Number: H158Q50032

Career Ladder Program

Project Director: SIEGEL, SHEPHERD

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1998

PUGET SOUND EDUCATIONAL SERVICE DISTRICT
SPECIAL EDUCATION OFFICE
400 SW 152ND STREET
BURIEN, WA 98166-2209
(206)439-6909

Purpose: To facilitate the implementation of successful school-to-workprograms that serve students with disabilities.

Method: The Career Ladder Program is based on the following six principles: employment skills training; family involvement; individualized responses to personality and learning styles; ongoing support; benefactor relationships; and membership in legitimate groups. Training will be provided at low cost to develop a multi-site network of CLP experts recruited from districts already implementing the program. These program model trainers will then assist local districts as problem-solvingrepresentatives at all levels of replication. The quality of replicated programs will be evaluated, after which ongoing technical assistance will be provided to participating communities.

Products: Project findings will be presented a professional meetings of vocational, educational and psychological organizations. Staff will also speak at general public meetings, publish findings, and otherwise make project documents readily available.

Grant Number: H158Q60004

Secondary Education and Transitional Services Multi-District Outreach Services

Project Director: HUGHES, CAROLYN

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

VANDERBILT UNIVERSITY
PEABODY COLLEGE
512 KIRKLAND HALL
NASHVILLE, TN 37240
(615)322-8189

Purpose: The project intends to involve people with severe disabilities and their parents in the design, implementation, and evaluation of the Peer Buddy Model and related outreach project activities to improve the present and adult lives of the students.

Method: The project will coordinate activities with ongoing high-school peer tutoring programs and relevant services, matching students with severe disabilities with Peer Buddies to support their participation in daily school and community activities. It will provide technical assistance outreach services to and collaboration with students and teachers.

Products: The anticipated impact of the project is to improve the post-school outcomes of 300 youth with disabilities, allowing them to fully participate in the support, resources, and activities of high school and community life. Such a peer-support program would provide opportunities to learn and practice functional socially valued skills in everyday settings. The project will contribute to the knowledge base regarding the best practices for including students with severe disabilities in daily life activities, in school and out. It will disseminate findings nationally to targeted groups to replicate the model.

Grant Number: H158Q60011

Outreach Projects for Youth with Disabilities

Project Director: TONCAR, CAROL

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

KENT STATE UNIVERSITY ACHVE
RESEARCH AND GRADUATE STUDIES
KENT, OH 44242
(330)672-2070

Purpose: This project intends to support the use of program models and other practices to improve secondary education and transition service supports for youth with disabilities and their families.

Method: The first phase of the project concentrates on organization, development, and field testing of links to collaborative projects to gather information on self-determination practices within secondary education and transition services. Community transition teams will be set up and their outreach practices evaluated. The last phase will focus on implementation, evaluation, and dissemination of effective program elements.

Products: The project goals are as follows: to structure and implement a partnership between participating institutions of higher education and transition teams; to develop information on self-determination practices and models within the areas of transition assessment, planning, and intervention; to evaluate and expand the process of outreaching practices in other projects in the geographical area; to replicate effective program components in enhancing self-determination transition outcomes for youth with disabilities; and to produce and disseminate descriptions of effective processes and products of the team model.

Grant Number: H158Q60013

Outreach Projects for Services for Youth with Disabilities

Project Director: ZACHMEYER, RICHARD

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

CATSKILL CENTER FOR INDEPENDENCE
P.O. BOX 1247
ONEONTA, NY 13820

Purpose: The purpose of the proposed project is to disseminate information about and facilitate the replication of a unique and innovative model program of recreation and leisure education to facilitate transition from school to adult living for secondary school youth with disabilities.

Method: To achieve the purpose of the project, objectives include: developing a comprehensive plan for the recruitment, selection, and preparation of outreach replication sites; facilitating implementation of the program model at selected outreach sites to further validate and refine the model; and the development and implementation of a plan that will achieve the maximum degree of dissemination of information about the model for use by school personnel, leisure service providers, and other groups and interested individuals.

Products: The project is hoped to have a direct or indirect impact on numerous individuals, educational agencies, businesses, and existing transition service delivery systems. Program participants will acquire an understanding of the need for and benefits to be derived from recreation and leisure activities. They will be provided continuing opportunities to develop self-determination, vocational, and independent living skills through project activities and programs. Families, school personnel, businesses, and related service providers for youth with disabilities will learn about the benefits provided by recreation and leisure education. A technical assistance subcommittee will be created to focus on systemic issues involving transition planning, coordination of needed services and the expansion of needed program resources. Transitioning youth with disabilities will be exposed to and encouraged to use services such as peer counseling, benefits advisement, independent living skills training, etc. available through the Catskill Center for Independence. A detailed document will be prepared and disseminated nationally to similar groups to provide "how to" information.

Grant Number: H158Q60017

Whose Future Is It Anyway? Promoting Self-Determination & Student Involvement in Transition Planning

Project Director: WEHMEYER, MICHAEL

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

THE ARC NATIONAL HEADQUARTERS
DEPT OF RESEARCH AND PROGRAM SERVICES
500 EAST BORDER STREET SUITE 300
ARLINGTON, TX 76010
(817)261-6003

Purpose: This project will replicate a student-directed transition planning curriculum model to increase student involvement in the process and to increase individual self-determination.

Method: By replicating a student-directed, self-determination curriculum through workshops in selected sites, this project will contribute to the current research knowledge base in those curricular areas. The project will increase knowledge about self-determination and student involvement on the part of teachers, educational personnel, and family members. And it will increase the knowledge of transition planning and promote student involvement through its replication and dissemination activities.

Products: Teachers will be trained in the "Whose Future is it Anyway" curriculum to help students implement their own education and transition plans. An Internet site will be set up to provide students access to training materials. The project will be replicated generally to provide access to greater numbers of students. More workshops will be conducted to train more personnel and parents to help more students. The results of the replication project will be compiled and disseminated to state educational agencies and professionals.

Grant Number: H158Q60019

TAKE CHARGE Outreach Project

Project Director: BORDEN, DENNIS

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

OREGON HEALTH SCIENCES UNIVERSITY
CHILD DEVELOPMENT AND REHABILITATION CENTER
3181 SW SAM JACKSON PARK ROAD
PORTLAND, OR 97201
(503)494-7784

Purpose: The purpose of the TAKE CHARGE Outreach Project is to design, implement, and evaluate a comprehensive national outreach program to enhance the capacity of local providers to systematically promote the self-determination of secondary-age students with disabilities. Students and adults with disabilities will be actively involved in the design, implementation, and evaluation of project activities.

Method: The project s approach includes the following elements: the development of detailed outreach implementation materials for schools, community programs, and educational agencies; the establishment of model demonstration sites to provide anchors for successful model implementation; a systematic program of state-wide inservice training and technical assistance to other school districts and educational agencies to emphasize peer-based collaboration between state education agencies and sites; a detailed evaluation of the impact and costs of the outreach and delivery model; and dissemination of outreach products and findings.

Products: The project s approach will build the capacity of school districts and community organizations throughout the nation to support students as they strive toward self-determination. It will create specific opportunities for students with disabilities to experience success through achievement and management of challenge.

Grant Number: H158Q60021

Mentor-of-Mentors Project

Project Director: HELLER, TAMAR

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF ILLINOIS AT CHICAGO
INSTITUTE ON DISABILITY/HUMAN DEVELOPMENT
1640 W. ROOSEVELT ROAD, MC626
CHICAGO, IL 60608
(312)413-1537

Purpose: The project will address the following service delivery problems at the local, state, and national levels: identification and access to needed transition and adult services by youth and adults with disabilities and their family members; the need for mentors sensitive to the cultural and emotional needs of transitioning youth/family members; mentoring at the community level for effective collaborations and with traditionally underserved populations; and positive systems change from the grassroots level, using a bottom-up approach.

Products: A minimum of 80 participants will be trained as mentors and will gain the skills necessary to empower youth with disabilities and their families to effectively plan for immediate and long-term transition needs, to identify, utilize, and expand the use of natural and informal supports and resources to overcome service barriers, to identify, access, and utilize specialized services based on interests, needs, and preferences, to facilitate communication between youth with disabilities, their families, and service providers, to coordinate services among public and private service providers, agencies, and community resources, to mentor youth with disabilities to develop skills leading to self-determination and independence, to allow interested parties to make positive systems changes resulting in improved delivery for students transitioning to adult independent living. The project will develop 16 mentor teams to implement these goals and it will replicate the activities in similar settings throughout the region.

Grant Number: H158Q60035

Ensuring All Means All in the Provision of School-to-Work Transition Opportunities

Project Director: THOMPSON, SANDRA

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

MINNESOTA DEPT OF CHILDREN FAMILIES
LEAR OFFICE OF LIFEWORK DEVELOPMENT
550 CEDAR STREET
ST PAUL, MN 55101
(612)296-2358

Purpose: The purpose of this project is to assist and support the adoption of proven models, components of models, and other practices designed to promote the inclusion and participation of *all* youth, including students with disabilities and other targeted groups in school-based and work-based learning programs of the School-to-Work Opportunities Act, and to improve the capacity of special education program to fully implement the transition service requirements of IDEA. The project intends to improve the overall delivery of school-to-work transition programs and services nationwide.

Products: The project is intended to result in the identification and documentation of a wide range of proven models and practices, contributing important and timely information on the inclusion of *all* students in school-to-work systems. The dissemination strategies will assure that information reaches its intended audience. The project will improve the delivery of transition programs and services for students with disabilities and their families by coordinating activities with school-to-workimplementation projects. The direct participation and involvement of individuals with disabilities and their families, professionals, and other stakeholders will help to ensure that the models and practices will bring about needed improvements in transition programs and services nationally.

Grant Number: H158Q60037

Statewide Utilization of a Curriculum for Teaching Self-Directed Transition Planning

Project Director: HALPERN, ANDREW

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

UNIVERSITY OF OREGON
5219 UNIVERSITY OF OREGON
EUGENE, OR 97403
(541)346-1409

Purpose: This project is designed to implement a self-help transition curriculum called the NEXT S.T.E.P. for secondary students with disabilities. By using this curriculum, students will gain more control over the circumstances affecting their futures, bettering their chances for success.

Products: This project, by enabling the adoption of the NEXT S.T.E.P. curriculum, will allow secondary students with disabilities to gain control over important areas of their lives such as preparing for a job or graduating from high school. The teacher training and use of the utilization manual will help teachers overcome potential barriers in implementing the transition curriculum. Adolescents will be able to better identify, choose, and attain transition goals.

Grant Number: H158Q70005

TRANS TECH: Transition into Technology

Project Director: Ferrara, Joseph

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Minot State University
North Dakota Center for Persons with Disabi
500 University Avenue W
Minot, ND 58707
(701)858-3580

Purpose: The TRANS TECH project will develop and test a proof-of-concept distance technology model to enable students with mild disabilities on four Indian Reservations in rural North Dakota to work as telecommuters, providing employment opportunities within the capabilities of these students and, through communications technology, enabling them to complete work for distant employers.

Method: In order to develop its telecommuting model, TRANS TECH will focus on five operational objectives and conduct activities that develop new materials, implement new procedures, and maintain accurate records. Project staff will develop at least 30 community-based telecommunications jobs in rural North Dakota. They will help teachers as they use job-specific assessment tools to collect data on at least 100 students interests and aptitudes, and they will provide inservice training, materials, and technical support to school faculty as they teach telecommuting to at least 30 students. Staff will also support vocational rehabilitation counselors and teachers in student placement and they will help use community resources to support their work.

Products: The TRANS TECH project will be a collaborative effort involving personnel from rural school districts, vocational rehabilitation, school-to-workprograms, and the university. The project will support at least 30 students with mild disabilities as they transition from high school programs into distance technology employment opportunities. Project findings and materials will be disseminated via the Internet, through network-based consultation and training, and by means of journal articles and presentations at national conferences.

Grant Number: H158Q70006

Leadership and Peer Educator Training Project

Project Director: Peterson, Willa

Beginning Date: Aug 18, 1997
Ending Date: Aug 18, 2000

Fitchburg State College
Academic Affairs
160 Pearl Street
Fitchburg, MA 01420
(508)345-2151

Purpose: The Leadership and Peer Educator Training Project for high school and undergraduate students with disabilities is designed to assist these students to discover and enhance their leadership ability and to promote outreach to high school students and their families regarding strategies for effective transition.

Method: The project trains students to serve as peer mentors for students with disabilities, promoting self-advocacy, alerting them to disability rights and awareness, and enhancing effective transition from school to adult life. The Leadership and Peer Educator Training Project will be replicated at five campuses during the funding period. Each college will commit to creating a partnership with a local high school. Total minimum participation is expected to be 15 high schools with 15 college campuses. Project staff will provide technical assistance and training in the development of peer mentor programs.

Products: The project will develop and disseminate a facilitator s manual, curriculum, and training materials; publish articles; and have students make presentations at regional and national conferences to promote outreach of program findings. As a result of such training, students become more active on campus, in the community, and in their own career development. Successful graduates of the program can join a Statewide Speakers Bureau and continue to serve as effective advocates for outreach and education of high school students, parents, and educators in all aspects of transition planning.

Grant Number: H158Q70008

Outreach Projects for Services for Youth with Disabilities

Project Director: Dowse, Patricia

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

NYSRA/RRTI
155 Washington Avenue
Albany, NY 12210
(518)449-2976

Purpose: This outreach project is designed to assist educational agencies and community rehabilitation programs in implementing proven models and exemplary practices to improve secondary education and transition services for youth with disabilities. By replicating effective school-community rehabilitation partnerships through the use of a direct mentoring process, this project will close the gap between research involving effective models and the actual replication of exemplary practices that are cost-effective and focused on student results.

Method: Through the state level partnership between the New York State Rehabilitation Association (NYSRA) and the State Education Department s Office of Vocational and Educational Services for individuals with disabilities, the project intends to disseminate information about proven models and exemplary practices that demonstrate improved secondary and transition services. It will replicate proven models and exemplary practices in multiple sites that represent diverse student populations, schools with varying income levels, and urban/rural settings across the state, and it will evaluate outreach activities to determine their effectiveness.

Products: Multiple outcome measures for the specific goals and objectives will be evaluated to determine the effectiveness of the outreach strategies for dissemination and replication of exemplary practices. The evaluation will measure multiple indicators of student results, and other indices of the effects of the exemplary practices in multiple sites through a formative and summative evaluation plan to allow both the reporting of cost information, effectiveness of strategies, and successful replication of the model or practices.

Grant Number: H158Q70009

Transition Service Integration Expansion Project

Project Director: Pumpian, Ian

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

San Diego State University Foundation
5250 Campanile Drive
San Diego, CA 92182-1931
(619)594-7179

Purpose: This project proposes to link integrated individualized employment at above-minimum wages with a stable system for long-term career support, recreation, postsecondary education, and community living services for individuals with the most severe disabilities, mainly from racially or ethnically diverse backgrounds in metropolitan San Francisco and San Diego. This outreach project will build from a new transition model that was designed to better integrate the resources, expertise, and responsibilities of local public schools and agencies, and those of state and regional centers.

Method: The partnerships created by implementing the transition model and integrating the network of service providers will operate in response to the needs and interests of secondary students through person-centered planning. Support staff will be co-located or subcontracted with the service provider sites. Career and related services for the secondary students will be provided by public school and Transition Partnership Program staff with the active involvement of the service agencies to ensure successful transitions after graduation.

Products: It is anticipated that the successful outreach of this model in large metropolitan areas of California across a minimum of 12 agencies with a collective capacity to serve approximately 120 transitioning students will have a major positive impact on the delivery of services and the level of unemployment, and will improve the career advancement potential and access to normalized community settings for adults with the most severe disabilities throughout the state of California and the nation.

Grant Number: H158Q70014

Self-Determined Learning Model of Instruction: A National Outreach Project

Project Director: Agran, Martin

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Utah State University
Dept. of Special Education and Rehabilitatio
Logan, UT 84322-2865
(801)797-2381

Purpose: This project proposes to begin a collaboration among the departments of special education at Utah State University and the University of Utah and a consortium of participating universities in the intermountain area to prepare qualified personnel via distance education.

Method: Teacher preparation courses in severe disabilities offered at Utah State University and the University of Utah will be interactively broadcast to three other universities in the intermountain area on the Internet using videoconferencing technology. Special software and hardware will allow interactive videoconferencing that is interactive, user-friendly, and extremely inexpensive. Through this project, a national faculty of recognized professionals in the area of severe disabilities will be developed and will participate in the delivery of the program, providing information and technical assistance.

Products: Direct benefits will be provided to approximately 125 students from two states, and 15 workshops on the model will be delivered (with between 25 and 40 teachers attending each workshop). Project personnel will disseminate information about the project s findings to each state chapter of The Arc as well as through their Website. Findings will also be disseminated through articles and at national, state, and local meetings.

Grant Number: H158Q70017

ADA/504 Classroom Support Development

Project Director: Thomas, Eugene

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Bureau of Indian Affairs Education
P.O. Box 110
Ft. Defiance, AZ 86504
(520)729-7253

Purpose: The project intends to provide more efficient mental health support for Navajo children on the reservation. It is expected to reduce the high rate of inappropriate special education placements. The Fort Defiance Agency has developed classrooms specifically designed to meet the needs of children who have been identified as behavior disordered or who manifest severe emotional problems which are environmental in nature and would be considered temporary conditions.

Method: The project director will implement the following training programs: A traditional American Indian practitioner will be recommended by the Navajo Nation to provide training for staff in Navajo culture and to act as a cultural liaison to the children and their families on site and at the children s residences. Two professionals will be hired and trained to provide transitional support to children from a cultural context. Parents of children in residence will be trained, as will community and school members from local areas. A partnership with Northern Arizona Univesity will be set up to provide a comprehensive plan of program evaluation, focusing on recidivism rates after the trainings and after acculturation programs are strengthened as well as on analysis of treatment plan objectives for relevance to the children s needs outside of the ADA/504 classroom.

Products: Successful implementation of this project is expected to assist the people of the Navajo reservation community by assuring that their children can receive mental health services at community schools rather thanoff-reservation. Limited funds available to Indian people can be used more efficiently at school and can be coordinated at the local level through the schools themselves. Children and parents can benefit from more direct service provision in the area of parenting and family counseling.

Grant Number: H158Q70027

GED Success for Students with Learning Disabilities & Behavior Disorders

Project Director: Emerson, John

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Washington Research Institute
150 Nickerson Street Suite 305
Seattle, WA 98109
(206)285-9317

Purpose: The project intends to provide students with disabilities who have dropped out of school with improved opportunities to obtain a GED. It will accomplish its goals by developing a cadre of highly trained and supported teacher-trainers at four model demonstration sites, utilizing the "GED Success Program" model.

Method: The project will provide students with access to effective transition services, community-based employment opportunities, and adult service providers. Based on a highly structured, validated curriculum and program model, students will be offered an alternative secondary program option. The project will disseminate "GED Success Program" information to school districts, special education professionals, and consumer/advocacy groups in the target states. It will select a model demonstration site in each of the states and will train selected district teacher-trainer teams on the system implementation and curriculum program components of the model. It will also provide annual on-site technical assistance to the sites. Finally, the project will evaluate the effectiveness of the implemented models and training at all sites and will revise its curriculum appropriately and disseminate products to national special education communities.

Products: The project expects to create a cost-effective outreach and replication system which will eventually involve other interested districts throughout the Northeast in implementing the program model to best fit local conditions and student needs. The result of the project is anticipated to be a comprehensive consumer-driven evaluation of product and system processes that will result in a highly replicable and sustainable program option for students with disabilities who have not found success at the secondary level.

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Grant Number: H158Q70029

High School High Tech Comes to Iowa: A Proven Strategy for Transitioning Students with Disabilities to Technological Fields

Project Director: Nietupski, John

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Grant Wood Area Education Agency
4401 Sixth Street, SW
Cedar Rapids, IA 52404-4499
(319)399-6442

Purpose: This project is a partnership between educational entities and students with disabilities and their families to implement a high school high-tech (HSHT) program that has been demonstrated to be effective in expanding employment and postsecondary education opportunities for students with disabilities.

Method: The project will form a steering committee of key stakeholders for project oversight and assistance in institutionalizing HSHT beyond the federal funding period and it will obtain commitments from three to six high-tech businesses in the local area. Curriculum modules, training methodologies, and assistive technology will be developed, addressing skills identified within targeted industries/firms. The program will be implemented in the target area and later replicated in an additional community. Graduating students will be linked to jobs or postsecondary training in high-tech fields.

Products: The project is expected to serve a minimum of 150 high school students with a wide range of disabilities. Student/family and employer satisfaction with project processes as well as impact on transition students will be assessed. The HSHT project will be evaluated and project findings and materials will be disseminated within Iowa and nationally, targeting professionals, parents, employers, and the general public.

Grant Number: H158Q70033

Take Charge for the Future: A Multistate Collaborative Outreach Project to Promote Student Involvement in Transition Planning

Project Director: Powers, Laurie

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Oregon Health Sciences University
Child Development and Rehabilitation
Office of Research
Portland, OR 97201
(503)494-7930

Purpose: Take Charge for the Future is a multi-state collaborative outreach project to promote student involvement in transition planning. The project takes a comprehensive approach and is being collaboratively implemented by schools and community organizations in order to facilitate youth participation in transition planning.

Method: Project components include coaching for youth in the application of transition planning strategies, mentorship, peer support, parent support, and staff training and technical assistance. Take Charge for the Future is designed as a supported, self-help experience for students intended for delivery in inclusive settings.

Products: The project will design and disseminate detailed outreach materials and will develop model demonstration sites in each outreach state. It includes a systematic program of state-wide in-service training and technical assistance and a detailed evaluation of the impacts associated with outreach and model delivery. All outreach products and findings will be intensively disseminated through presentations directed at regional and national audiences, publications, and Internet links.

Grant Number: H158Q70039

Sponsoring Local Secondary and Transitional Initiatives for Youth with Disabilities: A Technology Supported, Total Outreach Training Approach

Project Director: Stowitschek, Joseph J.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of Washington
Experimental Education Unit
Box 357925
Seattle, WA 98195-7925
(206)543-4011

Purpose: This project will continue a national transition initiative with an unconventional outreach approach that sponsors local secondary and transition initiatives in school districts, setting the stage to facilitate the adoption and adaptation of sound model components, strategies, and exemplary transition practices, particularly for youth with disabilities who are difficult to serve.

Method: Using the models and products of five secondary education and transition projects completed at the University of Washington, a total quality outreach approach will be employed to increase the responsiveness of participants toward adopting focused sets of exemplary practices according to self-prioritized-needs. The general design of the project is to bring secondary educators and transition service practitioners who work with youth with disabilities through three phases of outreach in which they initiate a process of program self-analysis and renewal, sustain the process by assimilating selected model components and exemplary practices into their own program activities, and extend the process as on-site outreach resources.

Products: Educational staff, parent representatives, student representatives, and related services personnel will work with project methods to implement, adapt, and sustain within their own programs the selected exemplary practices with direct and indirect support from project staff and from a cadre of exemplary practices specialists. Participants will become local outreach resources, working to extend the use of selected exemplary practices across programs within their local organizations. Materials, media, and curricula pertaining to exemplary practices will be provided by the project. Inservice training and technical assistance will be provided via interactive telecommunications employing recognized specialists in secondary and transition models and selected exemplary practices.

Competition 84.158U: Research Projects on Student Involvement in Transition Planning

Grant Number: H158U40001

Take Charge Transition Planning Project

Project Director: POWERS, LAURIE

Beginning Date: Oct 1, 1994
Ending Date: Apr 30, 1998

TRUSTEES OF DARTMOUTH COLLEGE
HOOD CENTER FOR FAMILY SUPPORT
6210 RAVEN HOUSE
HANOVER, NH 03755
(603)650-4419

Purpose: To a) identify factors which promote or impede student involvement in transition planning; b) design and comprehensively field-test interventions and materials to promote student involvement; and c) provide an extensive program of regional and national dissemination of validated approaches.

Method: Based on previously validated strategies to promote transition-focused self-determination development and IEP/ITP collaboration, the Project will involve students, families, and school staff in a four month-long program including a) information and coaching for students to promote their acquisition of skills required to formulate, communicate, and oversee the achievement of transition goals, b) peer support and mentoring for youth to promote their understanding of life options and abilities to overcome disability-related barriers to successful transition, c) training and technical assistance for professional staff in strategies they can use to promote student involvement in transition planning and implementation, and d) information, coaching and peer support for parents to promote their capacities to facilitate the planning efforts of their sons and daughters. The project will conduct a multi-site, controlled field- test of the program, followed by comprehensive dissemination of the interventions and materials among school districts, adult service providers, independent living programs, and parent organizations across the nation.

Products: Dissemination strategies will include regional training and consultation, national preconference workshops and presentations, publication of findings and interventions in scholarly journals, and preparation of a book.

Grant Number: H158U40013

Best Practices: A Study to Understand and Support Student Participation in Transition Planning

Project Director: SANDS, DEANNA J.

Beginning Date: Aug 15, 1994
Ending Date: Aug 14, 1998

UNIVERSITY OF COLORADO AT DENVER
CAMPUS BOX 106 P.O. BOX 173364
DENVER, CO 80217-3364
(303)556-6289

Purpose: To research the personal, environmental, and service system variables that support or impede student participation in the transition planning process and evaluate the effectiveness of curricular and instructional interventions designed to increase student participation in the transition planning process.

Method: Initial research will consist of a series of quantitative and qualitative research designs. Using a multiple regression approach and quasi-experimentalbetween groups design, staff will 1) identify personal, environmental, and systemic factors that influence student participation in the planning process, 2) apply these variables to the design of a comprehensive framework that can be used to plan for educational interventions, 3) use this framework to implement curricular and instructional supports in five secondary programs for youth with disabilities, utilizing and expanding upon existing curricula and instructional interventions, and 4) evaluate these curricula and instructional interventions for effectiveness in increasing student participation in the transition planning process. Qualitative data from steps 1 and 4 will lead to inductive and comparative analyses. The research design stems from a conceptual framework of transition services that includes the components of assessment, IEP preparation, the IEP meeting, and IEP action on school, vocational and transition goals. The framework for planning and implementing intervention studies is designed to incorporate and expand upon existing materials to maximize participation of stakeholders in the IEP meeting as well as more recent projects funded to teach students the skills necessary for self-determination.

Products: The main expected outcome of this project is to provide research data that helps determine which variables influence student involvement in the transition planning process. This project will develop a training video tape and provide manuals that document intervention procedures and associated adaptations and modifications to existing curricular and instructional resources.

Competition 84.158V: Model Demonstration Projects to Improve the Delivery and Outcomes of Secondary Education Services for Students with Disabilities

Grant Number: H158V60001

Strategic Advantage: A Model for Preparing Adolescents with Mild Disabilities to Succeed in Future Education and Careers

Project Director: DESHLER, DONALD

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF KANSAS
CENTER FOR RESEARCH ON LEARNING
3001 DOLE BLDG.
LAWRENCE, KS 66045
(913)864-4780

Purpose: The purpose of this project is to create and evaluate the effects of a comprehensive service-delivery model for secondary students with mild disabilities that will affect their success in school and after school by systematically integrating a significant array of instructional curricula and procedures (developed by the University of Kansas Center for Research on Learning) into a targeted school setting with a high level of coordination among staff and in tracking of students.

Method: Strategic instruction will be used to teach validated strategies to enable students with mild disabilities to respond to the reading, writing, task completion, and information processing demands of the curriculum. Strategic tutoring will be used in helping students understand and master academic and vocational/technical course content. Strategic counseling, a problem-solving and decision-making process involving adults and students in helping roles, will provide the targeted group with a mindset for independently analyzing and solving problems in school and relating to career choices beyond school. A restructured course component will better accommodate students with diverse learning styles and needs. A life planning component, incorporating career awareness and work-related experiences into the curriculum, will consist of two elements: a self-assessment element will allow students to consider their visions of self, and transition instruction will provide students with opportunities to learn about and explore interesting career options. Finally, education/transition planning and leisure activity planning will teach students to take charge of their education and long-range goals.

Products: Through the various components of the project, students will gain important skills for success in school and beyond school. They will be able to better meet academic standards, succeed in their courses, and graduate from high school. They will be able to proceed to post- secondary education if so desired or, by meeting occupational skills standards, move on to gainful employment.

Grant Number: H158V60018

Project Improve: The San Francisco Secondary Ed. Improvement and Dropout Prevention Model

Project Director: WATANABE, ADDISON

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

SAN FRANCISCO STATE UNIVERSITY
OFFICE OF RESEARCH
1600 HOLLOWAY AVENUE
SAN FRANCISCO, CA 94132
(415)338-1248

Purpose: This project will address the problem of students with learning disabilities and serious emotional disturbances who drop out of school. It will implement the most successful strategies for program improvement and dropout prevention from previous research.

Method: The intervention strategies will consist of one year of self- determination and social-skills training, intensive reading and writing, culturally sensitive instructional procedures, matching with mentors, expansion of the school day, self-esteem building, case management support to the families for accessing needed social services, and structured weekends and summers. For those students bound for college, a full mainstream program will be set up, and for those who are not, a job preparation program will be adapted. At the end of ninth grade, these students will enter a full-time existing apprenticeship program.

Products: The basic skill levels and general information base will significantly increase for the students served by this program. The families of these students will receive assistance in parenting and providing for their needs. The school staff be empowered by gaining tangible evidence that appropriate educational services can be provided for students with special needs. The instructional methodologies and curriculum content in the program can be transported to other schools, preparing students there who are college bound as well as those who need only vocational training.

Grant Number: H158V60034

Project Enhance: Including All Students in School Reform and School- to-Work Initiatives

Project Director: HASAZI, SUSAN

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF VERMONT
CENTER FOR TRANSITION AND EMPLOYMENT
340 WATERMAN BUILDING
BURLINGTON, VT 05405
(802)656-4031

Purpose: Project Enhance was designed to develop, implement, and evaluate a model to promote the inclusion of students with disabilities in Vermont high school reform efforts. It intends to increase the number of students with disabilities who transition into high skill, high wage jobs and postsecondary education and training after high school by expanding opportunities in school and in the community.

Method: In order to ensure the goals of the project for all students with and without disabilities, two model high school sites will develop existing reform initiatives by restructuring curriculum, designing instructional accommodations, and promoting the use of learning strategies. It will also expand work-based learning, and community service opportunities and provide training, technical assistance, and other resources to educators, students, and other members of the community.

Products: The intended outcome of the project is to reshape high schools to enable students to acquire the skills, knowledge, and attitudes necessary to pursue challenging careers and participate as informed citizens.

Grant Number: H158V60035

Postsecondary Programs: A Model Site for the Delivery of Secondary Educational and Vocational Programs

Project Director: SIMMONS, THOMAS

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF LOUISVILLE
SCHOOL OF EDUCATION
LOUISVILLE, KY 40292
(502)852-6421

Purpose: To address the lack of educational and vocational outcomes for students with learning disabilities and to deal with the vocational aspiration levels of these students, this project seeks to link state-of-the-art instructional practice at the secondary level with improved career development and job training strategies.

Method: This project will develop and implement the training of 150 regular and special education teachers and staff at Jefferson County public school education and vocational programs, as well as at local postsecondary institutions, in content enhancement strategies and life skills to improve instructional delivery to students with learning disabilities. A transition/futures program for 90 students will be developed, emphasizing student and family involvement and delineating specific career, living, and community outcomes and activities. A summer prep and academic year cooperative program will be developed to provide postsecondary educational and career exploration and awareness, job shadowing, job seeking skills, job skill training, and remedial instruction. The model will be replicated and disseminated.

Products: This project hopes to have a direct impact on transitional services in the city of Louisville and throughout Kentucky. Students participating in this project will come in contact with a large number of professionals, staff, families, and consumers. The secondary and postsecondary institutions will become more effective in meeting the needs of students with learning disabilities and transition planning and career awareness activities will help engender improved outcomes in employment and career choice. By developing a collaborative enrichment program, the secondary and postsecondary education programs in the Jefferson County area will increase their capacity to develop and deliver appropriate educational/vocational services.

Grant Number: H158V60049

Making the Connection between School and Work: A Utilization Model for Teaching Self-Directed Transition Planning

Project Director: HALPERN, ANDREW

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF OREGON
SECONDARY SPECIAL EDUCATION
5260 UNIVERSITY OF OREGON
EUGENE, OR 97403
(541)346-1409

Purpose: The project, called NEXT S.T.E.P. (for Student Transition and Educational Planning). is a curriculum utilization strategy for enabling teachers to use the curriculum for self-directed transition planning effectively to assist students with and without disabilities. In order to be successful, the project will give students a central role in the planning process.

Method: Implementation sites will be selected, participating teachers will be trained to use the curriculum, barriers to implementation will be evaluated, and a manual for overcoming barriers will be prepared. To ensure success within school and during transition, the program will be coordinated with other service providers and with existing school- to-work policies within the context of self-directed transition planning.

Products: To help students achieve the goal of self-directed transition planning, the project will train a cohort of participants to implement the NEXT S.T.E.P. curriculum, evaluate potential barriers, and develop a utilization manual. The utilization model will be developed to extend implementation opportunities to other interested parties in Wisconsin, and eventually to disseminate project outcomes and materials throughout the country.

Grant Number: H158V60055

Demonstrating Video Futures: Strategies to Prevent Dropout and Improve Transitions in Diverse Secondary Schools

Project Director: WEIDLE, JAMES

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF ALASKA ANCHORAGE
CENTER FOR HUMAN DEVELOPMENT
2330 NICHOLS STREET
ANCHORAGE, AK 99508
(907)272-8270

Purpose: The purpose of this project is to develop an innovative model, the Video Futures Unit, to use video exploration and self-modeling to address course success and transition issues.

Method: Collaborating with geographically and culturally diverse secondary education systems, local school-to-work transition networks, parent organizations, and consumers, this project will develop the capacity of the secondary education transition system for students with disabilities to support and assess video explorations and self- modeling interventions. It will provide training of education personnel to implement these methods and it will evaluate the program s success, replicate the model, and disseminate it to other schools and communities.

Products: As students use the self-modeling and video exploration techniques of the project, they will gain more chances for success in school and in a variety of post-secondary experiences. The model will impact current practice in secondary education by assisting teachers in restructuring course work to accommodate diverse learning styles, an important determinant of course success.

Grant Number: H158V60062

Technology and Transition: Tools for Success

Project Director: INMAN, KAREN

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

STATE UNIVERSITY OF NEW YORK AT BUFFALO
RESEARCH FOUNDATION OF SUNY
520 LEE ENTRANCE
AMHERST, NY 14228
(716)645-2977

Purpose: The purpose of the Tools for Success project is to use assistive computer technology (ACT) to provide youth with disabilities the educational opportunities and lifelong learning skills to achieve success in high school and a smooth transition into higher education and other postsecondary settings.

Method: This project will use individualized training and general interventions such as distance learning and mentoring to provide students with the skills needed to use assistive computer technology. An ACT lending library will provide devices to students for use at school, work, or home. Distance learning will deliver a substantial portion of the project s training, exercises, tutorial work, and mentoring.

Products: The project will develop, implement, evaluate, and disseminate a demonstration model using ACT across multiple environments to enhance the ability of students with disabilities for success in high school and in the transition process.

Grant Number: H158V60076

Model Demo Career Planning

Project Director: SOWERS, JOANN

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

UNIVERSITY OF NEW HAMPSHIRE/DURHAM
INSTITUTION ON DISABILITY
SPONSORED RESEARCH OFF/107 SERV BLDG
DURHAM, NH 03824
(603)228-2084

Purpose: This project will develop, implement, evaluate, and disseminate a comprehensive model aimed at enhancing the successful transition from school to work of students with disabilities who are at risk of dropping out of high school.

Method: A self-directed education and career planning class will provide students with instruction and support in taking the lead in planning their goals and supporting them in reaching those goals. Business-based classes will instruct students at a business that reflects their career area interests. Rather than simply gaining exposure to businesses, the students will be instructed in professional and technical skills. Academic and career classes will be integrated for the students students will use their career goals as a basis for selecting academic and vocational education classes, and they will identify assignments in classes that will support their career goals. Students will identify their unique learning styles and accommodation needs and communicate these to teachers and businesses. Each student will identify and recruit a community member with expertise in their area of interest to serve as a mentor. Finally, families will be provided with the education and support needed to be actively involved in their child s education and career development.

Products: Through this project, students will be able to develop individual education and career plans via business-based education and career classes. Staff will be given the skills to train and support the students in their goals and use teaching strategies to reflect students individual learning styles. Students will be able to take the lead in transition planning, identifying and arranging for resources necessary to support their post-secondary plans. Mentors from the community will be recruited and families brought into the students career development plans. The model will be replicated in three schools and then disseminated.

Grant Number: H158V70005

Baltimore Work-Based Learning 2000: Including All Students in School to Work Activities

Project Director: Tilson, George

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

TRANSCEN, INC
451 Hungerford Dr. Suite 700
Rockville, MD 20850
(301)424-2002

Purpose: The purpose of the Baltimore Work-Based Learning 2000 project is to ensure that students with disabilities, through participation in generic vocational, career education, and school-to-work activities, successfully transition from secondary education into meaningful employment or further education and training. The project will be implemented in two Baltimore City public schools and disseminated to other school districts in Maryland.

Method: The project will work with current school-to-work systems-change efforts to restructure academic or vocational course offerings so that over 200 students with disabilities are included in the full range of career activities. It will provide training and technical assistance to over 100 school personnel to ensure that targeted students are included in all programs and services. The project will ensure that vocational assessments, service delivery, and career counseling meet the needs of students with disabilities, and that targeted students receive counseling, tutoring, assistive technology, and other necessary accommodations.

Products: Project activities will be evaluated in terms of meeting proposed outcomes of employment or postsecondary education and training, and the successful features of the model will be disseminated to other schools in Baltimore and throughout Maryland.

Grant Number: H158V70019

Project MOVE: Mentoring Opportunities for Vocational Exploration A Program for Secondary Students with Disabilities

Project Director: McCue, Michael

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Center for Applied Neuropsychology
100 First Ave., Suite 900
Pittsburgh, PA 15222
(412)391-4590

Purpose: The purpose of Project MOVE is to develop, implement, evaluate, and disseminate effective methods to increase the number of individuals with disabilities who complete secondary education programs, and to improve the potential for successful transition to the workplace and to postsecondary education or vocational training for these students.

Method: The project will conduct case-based training programs and provide technical assistance to faculty members and staff in two Pittsburgh high schools as well as to employers, individuals with disabilities, and their parents. It will modify the existing school curriculum to meet the needs of students with disabilities by including a program of vocational and functional assessment, career exploration, and vocational entry skills development. It will develop a vocational mentorship program for 40 secondary students with a variety of disabilities.

Products: The project will evaluate the efficacy of the faculty training and technical assistance, the career readiness curriculum, and the employer-mentorshipprograms in terms of the desired outcomes, test the replicability of the program, and sustain the project effort without grant funding. The project will disseminate information about its methods through a variety of means, including a procedural manual, Internet homepage, publications, and presentations.

Grant Number: H158V70022

Connecting to the Community Through Circles of Success: Building Resiliency and Preventing School Failure for Students with Disabilities

Project Director: To be hired

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Rum River Special Education Cooperative
315 Seventh Lane NE
Cambridge, MN 55008
(612)689-3600

Purpose: The Success Circles project will work with secondary students with disabilities who are at risk of dropping out based on identified indicators (failure, absenteeism, and behavioral problems). Through a partnership of several agencies, the project will intervene to build assets and resiliency in the student and his or her community. The project will bring students, families, educators, social service providers, and concerned community members together to solve problems and commit to action.

Method: In the first year, the project will gather data on the indicators for possible failure, assemble training materials, and implement the Success Circles strategy in one local high school. In the second year, the program will be extended to two additional high schools with an emphasis on using this experience to develop model dissemination materials. In the third year, the program will be introduced to the remaining schools in the project s service area.

Products: Model dissemination materials, including a video, training manual, and informational reports/brochures, will be made available to a state and national audience through presentations and networking. The coordination of services and support across agencies and participants will provide a concrete and usable format for true interagency collaboration. As students work within the Success Circles process and begin to understand their connectedness to a caring community, they will possess more assets and skills to complete school and make a successful transition to post-secondary life.

Grant Number: H158V70035

Passing Accountability to Students for Securing Appropriate and Gainful Employment: PASSAGE Project

Project Director: Reinhardtsen, Janet M.

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

Educational Service District 112
2500 NE 65th Ave.
Vancouver, WA 98661-6812
(360)750-7500

Purpose: The PASSAGE Project will address the need for secondary schools to restructure or modify academic and vocational course content offerings, instructional strategies, sequencing and work-based learning, and connecting activities to promote improved participation and performance for students with disabilities. This model is designed to shift the emphasis and responsibility for transtion program development to the students and their parents.

Method: Staff will receive training in self determination, self advocacy, self-directed IEPs, and in facilitated fiscal management of resources basic to providing team training and support to students with disabilities and their parents. Critical to staff training will be group processing designed to facilitate the shift from teacher-directed to student-directed transition planning. Students, parents, and community mentors will receive training similar to that of the staff.

Products: The assumption underlying this project is that by shifting the responsibility for accessing needed services from teachers and other service providers to the student and parents, it will ultimately result in increased student independence and personal responsibility for his or her future. This shift in resource allocation may also result in the development of non-traditional secondary programs.

Grant Number: H158V70037

That's the Job I Want! Development, Evaluation, and Dissemination of a Consumer-Driven Job Preference Program Using Motion Video CD ROM

Project Director: Morgan, Robert L.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Utah State University
Dept. of Special Education and Rehab.
Logan, UT 84322-2865
(801)797-3251

Purpose: The purpose of this project is to produce a consumer-driven jobchoice and career education program. The project will develop, evaluate, and disseminate a program that provides youth with disabilities with a realistic representation of various jobs using motion video CD-ROM. The target population will be youth with severe disabilities, such as mental retardation and autism.

Method: Individuals will be assisted through the assessment and career education program by a facilitator. As a youth makes choices from the video program through keyboard or touch-screen responses, selections will become more targeted until a limited number of jobs are identified. These job selections will be described in more detail, and subsequently used by educators to guide transition planning and job placement efforts.

Products: Specific goals of the project are to identify the critical attributes of jobs commonly held or potentially attainable by youths with disabilities; to develop a prototype video CD-ROM based on critical attributes of jobs developed through field testing also done as part of the project; and to disseminate the program to secondary special education, rehabilitation, and supported employment programs nationwide. Across the field tests, approximately 400 youth will participate in the project.

Grant Number: H158V70039

Innovative Approach for Meeting the Transition Needs of Students with Specific Learning Disabilities or Severe Emotional Disabilities

Project Director: Bounds, Betsy

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1998

Tucson Unified School District
1010 East 10th Street
Tucson, AZ 85719
(520)617-7322

Purpose: The Tucson Unified School District (TUSD) proposes to develop and implement an innovative approach for meeting the transition needs of students with disabilities in secondary school settings. This approach intends to prepare students with disabilities for high-skill, high-paid jobs or further education or training by coordinating and supporting their enrollment in a sequential program of study with high academic standards.

Method: TUSD proposes to offer a series of innovative support services for 120 students with specific learning disabilities or severe emotional disabilities. These students will enroll in one of three established school-to-work instructional magnet programs offered in TUSD. The three programs, Health Related Services, Aviation/Aerospace Technology, and Media Arts will be offered at two high schools. The project model will use a series of recognized intervention strategies of transition counseling, paid and non-paid career exploration, assistive technology, individualized support, peer mentors, pause-circuit video instructional labs, restructuring academic and/or vocational course offerings, participation in related extracurricular activities, and mentors from industry.

Products: The strategies employed by the project are interdependent and designed to ensure that students receive a comprehensive education which includes academic and vocational course work, individualized support, participation in related extracurricular activities, and ongoing involvement with local employers and a successfully planned transition from school to work.

Grant Number: H158V70042

School-Based Transition Programs for Youth with Emotional Disturbance

Project Director: Hagner, David

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 2000

University of New Hampshire
Institute on Disability
Sponsored Research Office
Durham, NC 03824-3585
(603)862-2037

Purpose: The purpose of this project is to develop, implement, evaluate, and disseminate a comprehensive model for the effective transition from school to work of youth with serious emotional disturbance. The overarching goal of this project is for students to complete graduation requirements and to engage in planning and training for meaningful employment or post-secondary education.

Method: Seven key model components will be addressed: the development of school-based interagency teams comprised of the student, family, school staff, and related community support personnel; the implementation of a Career Planning Class to provide students with instruction and support in planning their educational and career goals, along with activities to reach these goals; the development of integrated curriculum modules for core academic courses; the development of community-based learning experiences for technical skills relating to career interests; intensive instruction and practice in social skills, anger management, and interpersonal problem solving strategies; intensive training of school staff specific to the transition needs of youth with serious emotional disturbance; and the provision of family supports to assist parents in the active involvement in their children s education and career planning.

Products: Quantitative and qualitative evaluation information will be collected to assess the impact of the model on students academic achievement and school to work transition success. Descriptions of this model and project outcomes will be disseminated in New Hampshire, regionally, and nationally via trainings, conferences, publications, and on an Internet site. A manual of model components, including curriculum modules, will also be disseminated.

Grant Number: H158V70043

ACCESS: Achieving Career Competencies with Educational Standards and Skills

Project Director: Jameson, Devi

Beginning Date: Oct 1, 1997
Ending Date: Sep 30, 1998

West Contra Costa Unified School District
2465 Dolan Way
San Pablo, CA 94806
(510)741-2835

Purpose: This project will be linked to the efforts of the educational reform going on in West Contra Costa County in California. A partnership will be established among special education staff, the community, the district school-to-workpersonnel, and organized business.

Method: The project intends to: eliminate a dual system of reform efforts between general education and special education; promote and include special education teachers in school-to-career reform; develop instructional units that will give special education students full access to challenging occupation and academic standards; reduce the drop out rate and repeated course failures of special education students.

Products: Because Contra Costa County can be considered a model for standard and assessment procedures development in California, this project will align instructional units that integrate academic and occupational skills directly to those standards. This project is the next step if the special education population is going to be prepared to move onto the high-skill/high-wage occupations of the twenty-first century.

Grant Number: H158V70047

A Comprehensive Model to Empower Low Income Minority Youths with Disabilities for Transition

Project Director: Balcazar, Fabricio E.; Keys, Christopher

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 2000

Institute on Disability and Human Development
809 S. Marshfield Av
Chicago, IL 60612-7205
(312)413-1646

Purpose: The project s goal is to develop, implement, and evaluate a comprehensive model to empower low-income minority students with disabilities for transition. The model is intended to improve academic retention and performance and to help participants clarify and pursue vocational goals. It will attempt to promote effective supports for students inclusion into general education classrooms while developing their competencies to assume a proactive role in their education and vocational development.

Method: The project will analyze the environmental factors that are either hindering or supporting academic success of the targeted students and will use this information to develop the model within the context of the schools. Special education teachers and transition specialists will help adapt or develop training materials and procedures to be incorporated into a transition-readiness curriculum. Intervention components of the program will include case management, classroom empowerment training, vocational guidance and support, academic support, and family support.

Products: The program will be evaluated by comparing the academic success of students participating in it to an equivalent sample of students receiving regular transition services from the participating schools. If successful, the project will demonstrate the effectiveness of a comprehensive model of transition readiness that will allow low-income minority students with disabilities to take control of the process and to develop their independence and self-reliance.

Grant Number: H158V70051

Project Anchor

Project Director: Horne, Richard

Beginning Date: Sep 30, 1997
Ending Date: Sep 29, 2000

Academy for Educational Development
Education Exchange Services
1875 Connecticut Ave., NW
Washington, DC 20037
(202)884-8000

Purpose: The goal of project ANCHOR is to develop, implement, document, evaluate, and disseminate a model for creating an integrated support structure that will improve secondary education services and effect positive outcomes for students with serious emotional disturbance. Issues that concern the project are: promoting school-linked and coordinated delivery of educational, vocational, school-to-work, employment, juvenile justice, recreational, and social services; empowering families to become full partners in interagency collaboration; restructuring, revising, and integrating academic and vocational course offerings for target students; and developing school-linked youth development activities to promote student skills.

Method: Project ANCHOR will develop a model for improved secondary education at the local level by engaging critical audiences staff, youth, families, employers, and the community in all aspects of the project, including training and activity development to promote the integration of youths with SED into academic and vocational environments.

Products: The project will develop print and electronic products and disseminate its results to promote and replicate project activities at the local, state, and national levels. Community-based agencies, businesses, and organizations will participate in the development, implementation, and evaluation of the model and national associations will help disseminate the results.

Grant Number: H158V70053

Project Connect: Integrating Occupational Skills Standards, the Vermont Framework, and Applied Learning

Project Director: Hasazi, Susan Brody

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1999

University of Vermont and State Agricultural College
College of Ed
340 Waterman Bldg.
Burlington, VT 05405
(802)656-3360

Purpose: The purpose of this three-year model development project is to ensure that restructuring efforts currently in place in Vermont s technical education centers are integrated with one another, include students with disabilities, and are delivered within the context of school-to-work reform efforts designed to prepare students for high-skill, high-wage jobs and/or further education and training following high school. Project activities include aligning curricula and applied learning experiences, expanding opportu-

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nities for students to participate in those experiences, and redesigning technical education curricula to meet the diverse needs of learners, including those with disabilities.

Method: To build the capacity of technical education centers to achieve the goals of an integrated approach to restructuring student experience, the project will develop applied learning opportunities, such as job shadowing, apprenticeships, internships, and paid employment. Twenty students at each of three technical centers will participate in designing and implementing individual learning plans that are aligned with state standards and are related to academics, career awareness, and other applied learning experiences. Professional development activities will help build the capacity of technical education centers to implement activities associated with restructuring. Technical education centers and community partnerships will be strengthened to promote successful transition efforts.

Products: During the final year of the project, technical assistance and professional development will be provided at all the project sites. Project materials, processes, and strategies will be disseminated to state audiences through workshops, summer institutes, and newsletters, and to national audiences by means of reports, conference presentations, and curricular materials and manuals.

Grant Number: H158V70055

Project Corps Model Demonstration Project

Project Director: West, Michael D.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 1998

Virginia Commonwealth University
Rehabilitation Research and Train
PO Box 9800568
Richmond, VA 23298-0568
(804)828-1851

Purpose: The Rehabilitation Research and Training Center on Supported Employment at Virginia Commonwealth University will create a model development project to assist students with severe disabilities to transition to chosen jobs and careers through employer-based and employer-driven interventions and supports.

Method: The project is designed to build the capacity of public and private employers, including large corporations, small businesses, and government agencies, to support transitioning students with severe disabilities by means of modifying existing new employee orientation and training programs, job descriptions, and employee evaluations; developing mentoring programs for training and ongoing support functions; and making worksite accommodations such as environmental modifications, scheduling modifications, and job carving. The project will be based at Virginia Commonwealth University and will use surrounding school systems.

Products: An anticipated 60 students will benefit from the project by transitioning into employer-based supported employment while in secondary programs, without an interruption of services or discontinuity between educational and adult services. Transitions will be coordinated through students vocational rehabilitation counselors and coordinated individualized transition plans and through written rehabilitation plans developed during school programs.

Grant Number: H158V70066

Using Consumer Driven Changes to Improve Secondary Special Education Services

Project Director: Kortering, Larry J.

Beginning Date: Sep 1, 1997
Ending Date: Aug 31, 2000

Appalachian State University
Dougherty Administration Building
Boone, NC 28608
(704)262-6060

Purpose: This project uses a three-point approach for improving the delivery and outcomes associated with two local high schools. Locally derived interventions will address the concerns and motivations of the students. Regular and vocational courses will be transformed to help special education students be more successful. A vocational assessment process will provide a way for students and teachers to make a better connection between school learning and future student ambitions.

Method: Local educators will deploy interventions tailored to the motivations and needs of their students. Interviews with student dropouts and parents of special education students will establish considerations for responding to dropout-prone youth, implementing changes for those who return to school, and improving services from the viewpoint to families.

Products: An evaluation system will document change in a number of areas: dropout and graduation rates, post-school outcomes, grade point averages, student attendance, teacher job satisfaction, and student satisfaction. The backward mapping strategies used by this project will help empower teachers and students while enhancing the local schools capacity for success.

Competition 84.159D: State and Local Education Efforts to Implement the Transition Requirements in IDEA

Grant Number: H159D50001

State and Local Education Efforts to Implement the Transition Requirements in the Individuals with Disabilities Education Act

Project Director: Hasazi, Susan

Beginning Date: Mar 1, 1995
Ending Date: Feb 28, 1998

University of Vermont & State Agriculture College
499B Waterman Bldg.
Burlington, VT 05405
(802)656-2936

Purpose: To establish and implement a research agenda designed to investigate state and local education efforts to implement the transition requirements in the Individuals with Disabilities Education Act.

Method: The University of Vermont Center for Transition and Employment, the University of Illinois Center for Instructional Research and Curriculum Evaluation, the University of Minnesota National Transition Network and the National Association of State Directors of Special Education (NASDSE) are proposing a three year project to establish and implement a research agenda designed to investigate state and local education efforts to implement the transition requirements in the Individuals with Disabilities Education Act (IDEA). The overall project will consist of five separate substudies. Substudy 1 will employ a survey of 58 state and territorial directors of special education and 500 local directors of special education to acquire information on the range and variation in state and local policies related to the definitional components of transition services. Substudy 2 will use a longitudinal followup of 200 randomly selected students in their last year of schooling to document the nature and extent of their participation in transition planning and explore the relationship between their participation and the resulting post-school outcomes approximately one year after leaving school. Substudy 3 will use expert review and case studies to identify context and salient characteristics (e.g. policy, organizational structures, funding, staffing, professional development, evaluation, interagency collaboration, leadership, advocacy, instruction and curriculum) that define exemplary implementation of transition services and promote positive outcomes for youth with disabilities. Substudy 4 will combine the survey in Substudy 1 and the longitudinal data in Substudy 2 to examine interagency involvement at federal, state and local levels. In addition, an issues forum will be used to identify impediments to and strategies for improving interagency involvement at state, federal and local levels. Substudy 5 will conduct a policy analysis to identify federal program services and policies which are relevant to the design and delivery of transition services and fulfill the requirements of IDEA.

Products: Proposed products from these investigations will take several forms: descriptive materials such as brochures and news releases, articles in national, regional, and state level newsletters, project publications including research reports, policy briefs and case studies, journal articles and book chapters, and workshop and conference presentations.

Competition 84.159E: Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers with Disabilities

Grant Number: H159E50001

Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers with Disabilities

Project Director: Wagner, Mary; Spiker, Donna;
Hebbeler, Kathleen
SRI International
333 Ravenswood Ave
Menlo Park, CA 94025
(650)859-2867

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 2000

Purpose: To examine the extent to which Part H is being implemented at the local level and examine the relationships between extent of implementation and the child and family outcomes achieved.

Method: This study will document the developmental trajectories of 1,800 children in the first five years of life and examine the relationships between the growth experienced by children with different disabling conditions and the early intervention services they receive. Subjects will represent urban, suburban, and rural communities, including communities with high proportions of minority group families, in 18 communities located in 12 states. Multiple areas of child and family functioning will be measured. Child and family outcomes will be assessed when the child enters early intervention and at each 1-year anniversary thereafter until the child reaches 36 months of age. All children will be assessed and family outcome data collected at 36 months and again at 60 months. Data gathered will address the provider, nature, quantity, quality, and cost of early intervention services received by each child and family. The study will also collect information about the nature of Part H implementation at both community and state levels. Information on behavior and services in preschool special education and kindergarten will be collected as children age and enter new educational settings. Hierarchical linear modeling will be used to examine the growth trajectories of children with different disabilities and to determine the relationship between child growth and Part H services.

Products: Project findings will be disseminated to potential audiences, including policy makers, federal, state, and local administrators, researchers, practitioners, parents of children with disabilities, advocates, and professional organizations. Findings will be disseminated in several formats, including: annual comprehensive reports at the end of Years 3, 4, and 5; brief reports in each of these years; short summaries of key findings; articles submitted for publication in professional journals; and conference presentations and briefings.

Competition 84.159G:

Center for Special Education Finance Contract

State/Federal Information Forum for Program Improvement Contract

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

Grant Number: H159G20002

Center for Special Education Finance

Project Director: Chambers, Jay

Beginning Date: Oct 1, 1992
Ending Date: Sep 30, 1998

American Institute for Research Palo Alto Office
3333 K St, N.W.
Washington, DC 20007
(202)342-5031

Purpose: The proposed Center for Special Education Finance will provide policy makers and administrators at the federal, state and local levels with data, analyses, expertise, and opportunities for information sharing regarding complex and critical special education finance issues.

Method: The Center will compile special education expenditure statistics, with a data system that will produce nationally representative data tying fiscal analysis to program descriptions. This system will be replicable and will include the construction of a core database that will serve as the basis for the fiscal research to be conducted by the Center. Special education finance policy studies will be conducted through collaborative arrangements with many of the country s leading researchers in special education school finance. Information on state special education finance systems will be aggregated and updated as well.

Products: The planned Center will provide much-needed information on how much is being spent on special education services and assess patterns of resource allocation. Dissemination products will include a descriptive brochure, an annotated list of Center reports, policy briefs, data summaries, the core database along with documentation, summaries of Center technical reports, and press releases.

Competition 84.159H: Testing the Use of an Instrument to Measure Student Progress

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Grant Number: H159H60002

Testing the Use of an Instrument To Measure Student Progress

Project Director: Frey, William

Beginning Date: Sep 28, 1996
Ending Date: Sep 22, 1999

American Institutes for Research
P O Box 1113
Palo Alto, CA 94302

Purpose: The proposed project is designed to meet three primary objectives: (a) refining and validating the PASS (Performance Assessment for Self-Sufficiency) expert system decision rules; (b) investigating the use of PASS for local and state transition planning; and investigating the use of PASS as an alternative assessment for students with moderate to severe disabilities.

Method: Researchers at AIR will team with Westat, Inc., as well as expert consultants and representatives from state and local education agencies in a 3-yearresearch design. The overall plan will be to establish a collaborative relationship with state and local practitioners to conduct substudies to investigate the implications of using PASS as a tool for transition planning and for measuring students results at state and local levels. Project staff will provide guidance and support to SEAs and LEAs and work closely with them to design and implement appropriate field studies that will meet their own transition planning and assessment needs, as well as the needs of the project. Staff will train researcher/practitioners to develop demonstration sites and the criteria to evaluate the extent to which PASS meets their needs. Trainings and adaptations developed by each site to implement PASS will be recorded, and personalized service will be provided to turn around PASS Anticipated Service Needs and Functional Performance profiles quickly.

Products: Anticipated outcomes of the project include: (a) a refined conceptual framework for PASS as a tool for local empowerment, (b) a systematically validated and refined set of decision rules for the PASS expert system, a set of demonstration sites for PASS, (d) answers to key feasibility/utility questions surrounding the use of PASS for transition planning and measuring student results, and (e) a set of recommendations related to "best practice" use of PASS for these purposes.

Competition 84.221A:
Native Hawaiian Special Education Project

Grant Number: H221A50002

Pihana Na Mamo: The Native Hawaiian Special Education Project

Project Director: Donovan, Margaret

Beginning Date: Jan 1, 1996
Ending Date: Dec 31, 2000

Hawaii Department of Education
P.O. 2360
Honolulu, HI 96813
(808)586-3587

Purpose: To improve special educational services provided to children and youth of native Hawaiian ancestry with special needs.

Method: This project will focus on the development of comprehensive and culturally appropriate instructional models to effectively serve special education students of Hawaiian ancestry in the least restrictive environment and on meeting the needs of students at risk of being identified as needing special education in regular classroom settings. Project staff will implement a state-wide parent and community involvement component to encourage and support the participation of parents in school programs. Parent involvement staff will be hired to coordinate efforts within each community to increase parental participation. Staff development activities will be sponsored to support the use of direct instructional practices. Through the funding of master teachers and part-time teachers, support will be provided for development and implementation of school-wide plans.

Products: Outcomes from the project will include: improved educational performance among special needs students of Hawaiian ancestry; increased participation of Hawaiian parents and community leaders in schools; improved school-level anddistrict-level capacity to serve Hawaiian students in the least restrictive environment; and increased public awareness of the educational needs of Hawaiian students.

Competition 84.237F: Preventing the Development of Serious Emotional Disturbance among Children and Youth with Emotional and Behavioral Problems

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Grant Number: H237F40012

Improving the Lives of Children: An SED Primary Prevention Project

Project Director: Algozzine, Bob

Beginning Date: Jul 1, 1994
Ending Date: Jun 30, 1998

The University of North Carolina
Highway 49, N.
Charlotte, NC 28223
(704)547-2531

Purpose: To implement and assess interventions enabling schools to provide positively oriented instruction, curricula, and support services needed to prevent students receiving special education for emotional and behavioral problems from developing serious emotional disturbance (SED).

Method: The proposed project will proceed over a four-year period in three phases. During Phase 1 intervention refinement project staff will identify concerns and form working intervention groups, and identify and develop instrumentation and specific tracking procedures for target students. To develop tracking procedures, staff will define students at-risk for SED and describe a set of identifying predictors. Staff will also collect baseline data for comparison groups. Phase 2 intervention implementation will focus on full implementation of various multi-environment interventions and on compiled data related to them. Intervention efforts will begin with screening and identification of target groups including those currently receiving special education services (N=00) and students identified as at-risk (N=100). These students will come from backgrounds of poverty, live in violent neighborhoods, are likely to drop out of school, or are likely to develop high rates of school recorded behavior problems. Two hours of observation will be allotted for each participating student, through four 30-minute periods. In Phase 3 final follow-up and dissemination project staff will complete evaluation, report data relevant to the change process, pursue ways to continue some interventions that require financial resources beyond what schools can provide, and develop easy-to-read manuals on guidelines and strategies for implementing various interventions in other elementary schools to prevent SED among students with emotional and social problems. Additional training will be implemented for school personnel, community agency personnel, family members, and others to broaden project impact.

Products: This project will result in an increase in the number of least restrictive environments, and in specific documents usable by policy makers. This project will also improve prevention of SED among youth.

Grant Number: H237F40022

Project SUCCESS: Preventing the Development of SED Among Children with Emotional and Behavioral Problems

Project Director: Montague, Marjorie

Beginning Date: Aug 1, 1994
Ending Date: Jul 30, 1998

University of Miami
PO Box 248065
Coral Gables, FL 33124-2040
(305)284-2891

Purpose: To prevent the development of Serious Emotional Disturbance (SED) in elementary school students with behavioral and emotional problems through intervention based on multidisciplinary literature.

Method: In the first of four project years, staff will finalize the case study "best practices" theory and scenario, develop the case study protocol and pilot the protocol. The pilot test will include interviews with kindergarten teachers, and reviewing specific documents for relevance. Staff will then plan and conduct inservice training for participating teachers and other school personnel. During this year, staff will also screen students in each participating school, collect and analyze data, evaluate and manage the project, and work to collaborate with other SED projects. During the following three project years, staff will conduct family needs and strengths assessments of families of at-risk children, and will conduct functional assessments through interviews. Staff will ask teachers for their perceptions of the environmental conditions under which at-risk children in their classes display desirable or undesirable behaviors. Interviewed teachers will begin testing hypotheses developed on the bases of functional assessment interviews. Staff will then develop Family Service Plans (FSPs), and implement the educational child-centered components and the family-focused components. Once FSPs have been implemented, staff will collect and analyze case study data using the case study protocol developed in Year 1, and analyze school records/accumulative folders for at-risk children in grades 1 and 2. Staff will also survey comparison schools about identification of SED in first and second grade children, and will collect data on personal and social attributes on the Student Self-ConceptScale (SSCS), Social Skills Rating System (SSRS), Classroom Behavior Inventory (CBI), and peer ratings and nominations (PRN). Finally, staff will disseminate results, and work further to collaborate with other Office of Special Education (OSEP) projects.

Products: Project SUCCESS will result in a validated model for 1) identifying students with such serious emotional and behavioral problems that they are at-risk for SED, 2)conducting functional assessments of at-risk children, 3) developing classroom interventions, 4) coordinating multiple services based on family strengths/needs, and 5) ensuring the delivery of culturally competent services to students and their families.

Grant Number: H237F50014

Linkages to Learning: An Integrated Multi-Agency, School-based Program for the Delivery of Health, Mental Health & Social Services to Students and their Families

Project Director: Fox, Nathan A.

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1999

University of Maryland
Lee Building - Rm 2100
College Park, MD 20742-5141
(301)405-2816

Purpose: To implement and evaluate the effectiveness of "Linkages to Learning," a collaborative, multi-agency, school-based program designed to facilitate, coordinate and deliver a comprehensive array of health and human services to students and their families.

Method: This project will take place in a racially and ethnically diverse elementary school setting (using 400 students) in a high-need area of Montgomery County, Maryland. Major activities will include: (1) carrying out a variety of outreach and information activities to educate students, parents, and teachers about the full range of health and human services available to them at and through the schools; and (2) using a coordinated case management approach to facilitate and coordinate the referral, assessment, case management, and delivery of health and human services to students and their families within the school setting. Direct services will include: (a) individual, group, and family counseling to address students and parents social and emotional problems; (b) educational support for students, including academic tutoring and mentoring; (c) social skills training and self-esteem enhancement programs for students; (d) parental assistance for financial, housing, legal, child care, and psychological problems; (e) health education and coordination of health services and referrals; (f) parent skills training and education workshops; and (g) consultations, workshops, and support for teachers working with students with social and emotional problems.

Products: Results from this project will be circulated beyond the traditional outlets of the scientific community to ensure that useful information reaches school personnel and other direct service providers interested in implementing similar programs. Findings will also be published in an array of peer-refereed scientific journals and book chapters representing the fields of education, public health, counseling, and psychology. Findings will also be presented at a variety of national meetings.

Grant Number: H237F50019

Proactive Home-School Programming for the Prevention of Serious Emotional Disturbance in Children with Behavior Problems

Project Director: Kamps, Debra

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1999

University of Kansas
1052 Dole
Lawrence, KS 66045
(913)321-3143

Purpose: To outline a program of proactive home-school prevention which directly targets "protective" and "risk" factors to increase social, behavioral, and academic competencies.

Method: The school-based component of the program will include: a) social skills groups including instruction in prosocial behaviors, training in problem solving, incidental teaching, and reinforcement procedures for generalization of skill usage; and b) peer tutoring in reading and comprehension skills. The home-basedcomponent will include: a) parent-child activities and monitoring schedules for increasing positive parent-child interaction and supervision; and b) parent-led play/recreation groups for reinforcement of prosocial skills. The third level prevention component will provide systematic functional assessment and analysis of environments to determine conditions maintaining resistant behaviors with consequent intervention for behavioral improvement, as well as liaison work with community-based agencies to facilitate family services. The investigation will include three elementary school sites in an intensive quality-controlled program for 36 to 45 children, with a control group.

Products: Expected outcomes include increased, positive adult and peer interaction, improved compliance and behaviors, increased engagement and learning, and improved social competence. The following products have been outlined in order to further dissemination efforts: papers presenting findings to state and national conferences; independent study university coursework; written reports and program descriptions to be distributed at state, local, and federal levels; and articles on findings for submission to appropriate professional journals.

Grant Number: H237F50028

Preventing Serious Emotional Disturbance: Research on School-Wide Conflict Resolution with Peer Mediation

Project Director: Smith, Stephen W.

Beginning Date: Aug 1, 1995
Ending Date: Jul 31, 1999

University of Florida
G315 Norman Hall
Gainesville, FL 32611
(352)392-0701

Purpose: To assist students in developing the interpersonal skills necessary to manage their own conflicts through a school-based conflict resolution/peer mediation program with community and family linkages.

Method: In the first year of the program, staff will work collaboratively with middle school professionals, parents, and community representatives to: develop a curriculum; train school professionals and students in the curriculum and its implementation; access, develop, and validate data collection instruments; and establish data collection programs. The conflict resolution/peer mediation (CR/PM) program will also be piloted in this year. During the second year, staff will fully implement the CR/PM program in two treatment schools and use two matched middle schools as delayed treatment or control, while also seeking opportunities for impact through parent and community groups. In the third year, staff will fully implement the CR/PM program in the two delayed treatment schools and monitor the program in the original treatment schools as they assume full responsibility for its implementation, while continuing involvement in home and community-based settings. During year 4, staff will collect data in all four schools as the delayed treatment schools disengage from project personnel and continue to collect generalization data on all high school students who graduated from the four middle schools.

Products: This project will provide a model for future research in the area by providing a theoretical base as a model, a validated curriculum and training protocols for teachers and student mediators, implementation protocols, validated data collection methodology, and efficacy and generalization data.

Grant Number: H237F50036

Preventing the Development of Serious Emotional Disturbance among Children and Youth with Emotional and Behavioral Problems

Project Director: Fitzgerald, Martha

Beginning Date: Apr 1, 1995
Ending Date: Mar 31, 1999

University of Vermont & State Agricultural College
429 Waterman Bu
Burlington, VT 05405
(802)656-1336

Purpose: To test a school based model for preventing severe emotional disturbance in young children, ages kindergarten through second grade, using team building and instructional support strategies implemented by a parent/teacher led collaborative team.

Method: During the first two years of the project 1000 kindergarten children in four school districts (one urban and three rural) will be screened for externalizing or internalizing behaviors which would place them at risk for developing more severe emotional/behavioral problems. Children assigned to Intervention A (N=50) will be served by a Prevention Team for two years beginning in the summer following kindergarten and extending through second grade. Children assigned to Intervention B (N=50) will meanwhile receive classroom instruction in social skills, also extending through second grade.

Products: Submissions will be made to special education publications and project findings will be presented at regional and national conferences. To better reach parents, findings will be re-written to suit the needs of the popular press and submitted to parenting publications. Cassette tapes will also be produced from these materials, and a professional videotape of findings will be produced for presentation to parents, teachers, and other service providers in schools and other educational settings nationwide. Staff will also make periodic information postings to electronic information networks.

Grant Number: H237F50039

Project SERVE: Support for the Emotional, Residential, Vocational, and Educational Needs of Adolescents with EBD

Project Director: Bullis, Michael

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1999

University of Oregon
College of Education
Eugene, OR 97403
(503)346-1645

Purpose: To provide vocational services and service management to adolescents with emotional and behavioral problems, and to examine the effects of these interventions on both in-project and post-project experiences and outcomes among participants.

Method: Participating adolescents will be referred to the project and assigned a Service Coordination Specialist, who will work in conjunction with the adolescents and his/her family to plan and implement these services. After exiting the school setting, services will be arranged to continue through a support network from different community agencies (including vocational rehabilitation, Job Training Partnerships, and Social Security offices). A comprehensive data collection system will be used to describe empirically the student and his or her presenting behaviors and the types and intensity of services that are provided to each participant. To examine post-projectimpact of the services, participants will be tracked through individual interviews and review of extant state-level data sets on criminal and employment activities to profile their transition experiences.

Products: Dissemination activities and projects will include presentations at professional conferences, articles for submission to professional journals, and a project newsletter for quarterly distribution to education and human services agencies as well as parents, teachers and other stakeholders. Upon the project s completion a monograph describing the data collection procedures, results, and service delivery recommendations will be produced.

Competition 84.237G: Nondiscriminatory, Culturally Competent, Collaborative Demonstration Models to Improve Services for Students with Serious Emotional Disturbance and Prevention Services for Students with Emotional and Behavioral Problems

Grant Number: H237G50029

Nondiscriminatory, Culturally-Competent, Collaborative Demonstration Model to Provide Services for Children and Youth with Serious Emotional Disturbance and Prevention Services for Children and Youth at Risk of Developing Serious Emotional Disturbance (Project Impact)

Project Director: Shemetulskis, Carol M.

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

Easter Seal Society of Southeastern Michigan, Inc.
1105 N. Telegra
Waterford, MI 48328
(810)338-9626

Purpose: To provide a community-based program focused on preventing and treating children with SED in a culturally competent manner, using families as a key component.

Method: Project Impact will target approximately 50 predominantly African American special education and other students between the ages of 12 and 15 who are exhibiting dysfunctional behaviors and are considered to be either SED or at risk for SED. During the planning phase, needs and strengths will be determined through the use of community forums involving students, families, service providers, community educators, leaders, and businesses, and by surveying families and students regarding what they view as their own most important needs. Project staff will identify community resources and individuals that are willing and able to provide services to children with SED and their families. Teachers and project staff will be provided with training and staff development focusing on cultural sensitivity, and culturally competent assessment instruments will be developed to help evaluate children showing signs of SED and their families. In order to increase access to and utilization of mental health services, location of services, service providers, services provided, service hours, and outreach to the community by providers will be closely examined. Project staff will ensure that during initial meetings with children and families, service providers stress the role and importance of the family in the design and implementation of the services the child will receive. Project Impact will train and utilize family advocates from the community to help families prepare for these initial meetings. Direct service methods and interventions that are planned include: recognition of and intervention in social problems; group therapy; family-focused therapy; in-home services; crisis intervention and problem solving services; didactic and educational approaches; community-level interactions; and appreciation and recognition of cultural issues and problems.

Products: By collaboratively creating and implementing culturally competent services designed to prevent and treat SED in African American children, this project will prevent future costs by enabling families to care for their children and access appropriate services, helping prevent and reduce out-of-home placement costs. Through the Easter Seals network and the Wayne County Regional Educational Service Agency, staff will be able to actively disseminate project information using inservice training, newsletters, meetings, and other media.

Grant Number: H237G50045

Project Community Approach to Improving Child Success

Project Director: Schwager, Melvin

Beginning Date: Oct 1, 1995
Ending Date: Sep 30, 1998

Englewood Public Schools
12 Tenafly Road
Englewood, NJ 07631
(201)833-6543

Purpose: To create a comprehensive program to address the problem of unequal distribution of children with behavior problems to special education classes through a combination of models based on systems theory.

Method: Project CAICS will work with three groups of students: (1) those students at any grade or level who are classified as Seriously Emotionally Disturbed based upon a thorough Child Study Team assessment; (2) those students identified by individual schools K-8 as part of their ongoing search for improved effectiveness with all children; and (3) those students whose background suggests they are at risk of developing SED as they progress through school. The project will intervene with these students by assisting regular education teachers to adopt specific techniques and strategies, assisting building administrators in addressing school environmental problems that help to trigger negative behaviors, and training staff in basic techniques to reduce cross-cultural misunderstandings. The project will also work with pre-high school programs to institute curricular and instructional approaches to teaching all students the skills necessary to succeed in school. The community will support this approach by coordinating and expanding community activities which foster the development of peaceful and cooperative conflict resolution skills. The community and the school will jointly develop the details of project actions through a set of advisory panels. Each participating teacher will receive staff development and training over an eight month period to reinforce learning of both recommended techniques and their underlying philosophy; this component will directly seek to reform the institutional culture of participating schools relative to the population of students whose behavior has been a major concern for years.

Products: At the project s conclusion, staff expect to find fewer students classified as SED due to emotional and behavior reasons which are not deeply rooted in factors beyond the control of the family. This will translate to less restrictive learning environments for more students, fewer discipline problems in the schools, and a lower operating cost for special education programs.

Grant Number: H237G50052

Kakao'd 'Ia Na Lei

Project Director: Stodden, Robert A.

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

University of Hawaii
A Manoa
1776 University Ave.
Honolulu, HI 96822
(808)956-5009

Purpose: To develop and demonstrate a model to recruit and train natural paraprofessional caregivers from the community to support teachers and parents in creating school and family environments that foster the psychosocial and intellectual development of Native Hawaiian students with or at risk for serious emotional disturbances (SED).

Method: Phase I of the process will involve building and maintaining a team of stakeholders with a common vision for a seamless system of culturally competent and nondiscriminatory services. Team members will be recruited based on the criteria that they have strong connections to the Native Hawaiian community and have expressed a desire to help it address its problems. Phase II will employ a five-step framework to guide team members through review and discrepancy analysis of desired and existing services: (A) team members will explore and determine outcomes expected of students following completion of their educational programs; (B) team members review educational and related services proven successful in contributing to these outcomes for minority group students; (C) team members will review current practices with a focus on their cultural competency and efficacy for Native Hawaiian students; (D) team members will decide what current practices need to be improved, and how; and (e) team members analyze how identified skills and behaviors can best be imparted to both professionals and natural caregivers. In Phase III project staff will launch the implementation of innovations and recommended improvements in training and services. It is anticipated that the resulting natural caregiver training program will last for 11 months with a strong emphasis on field activities and practicums.

Products: Project products will include curricula for natural caregivers and professionals; evaluation reports; a replication package; and journal articles and conference presentations. Expected results for Native Hawaiian students with or at risk for SED include a decrease in proportions identified with SED, improved school attendance and performance, lower dropout rates, greater family involvement in service planning and delivery, increased satisfaction with services, decreases in inappropriate behaviors, improved self-concept and self-esteem, and higher rates of achieving IEP goals.

Grant Number: H237G50055

World of Difference: A Culturally Competent Demonstration Model to Improve Services for Students with Serious Emotional Disturbance and Prevention Services

Project Director: Groves, Maketa

Beginning Date: Sep 1, 1995
Ending Date: Aug 31, 1998

Every Child Can Learn Foundation
225 Bush St., Suite 330
San Francisco, CA 94104
(415)242-2557

Purpose: To develop and demonstrate a collaborative model of culturally competent intervention and prevention services designed to address the current gaps in service delivery to at-risk students and students with severe emotional disturbances.

Method: This project will establish four model classroom sites for SED and at-risk students where the most successful collaborations among teachers, paraprofessionals, mental health providers, students and family members would be replicated. Two classes will consist of approximately twelve 3rd-5th grade Hispanic students classified as learning disabled and at risk for severe emotional disturbances. The other two classes will consist of approximately ten predominantly African-American3rd-5th grade students already classified as SED. Tutors from San Francisco State University s special education department minority outreach program will provide tutoring, encouragement, support and mentoring to students. Teachers, paraprofessionals, and tutor/mentors will receive intensive training and resource materials regarding the use of culturally competent instructional strategies and curricula, as well as training in use of student-centered instructional strategies designed to capitalize on students diversity and individual strengths. Family members will be provided with information and training regarding mental health issues, learning disabilities and serious emotional disturbances, instructional practices, and ways in which families can provide emotional and academic support to their children. On-site service and after-school consultant time will be increased as well.

Products: Project results will be disseminated to family members at community meetings , while dissemination to mental health providers will take place in the form of workshops to be coordinated with the professional development personnel of each department. Further dissemination will be filtered through the school district-wide professional development system and channeled through collaborating institutions to reach beyond the immediate target population.

Grant Number: H237G60012

New Pathways for Children and Parents

Project Director: Ulrich, Grace

Beginning Date: Aug 1, 1996
Ending Date: Aug 31, 2000

Mental Health Association of South Central Kansas, Inc
555 North W
Wichita, KS 67208
(316)685-1821

Purpose: To provide culturally sensitive, collaborative, community-based services to children (ages 5-10) with severe emotional disturbance (SED), as well as children at risk for SED diagnosis and their families.

Method: This program will provide a 2-year intervention for 420 SED and at-risk students, with a focus on family bonding and involvement. School teams will circulate behavior checklists to teachers and staff and will compile results to identify students for participation. Supportive data will be gathered from attendance records, discipline reports, academic and social history, and psychological evaluation when available. On the basis of these records and a family interview, a determination of eligibility will be made. Interventions will include: planned and shared family meals and activity time; an 8-week parent training and support group; an 8-week "Children Are People" curriculum emphasizing self-control; an ongoing monthly education/support session for families graduating from the 8-week program; case management services; and referrals to appropriate collaborating agencies for services not provided by New Pathways. At the end of each child s participation, scores on the Quay-Peterson Revised Behavior Checklist will be compared to scores achieved at intake to provide pretest/posttest evaluation.

Products: Publications to result from this project include: curriculum and supportive material manuals for both the child and adult programs; operating guidelines and materials for ongoing support sessions; and a comprehensive manual detailing how to establish, conduct, and evaluate a replication project.

Grant Number: H237G60026

Project ACCEPT (Actualizing Cultural Competence in Educational Preventive Techniques)

Project Director: Bounds, Betsy

Beginning Date: Sep 1, 1996
Ending Date: Aug 31, 1999

Tucson Unified School District
1010 E. 10th St.
Tucson, AZ 85719
(520)617-7322

Purpose: To develop and implement an innovative, nondiscriminatory, culturally competent, collaborative demonstration model to improve services for students with serious emotional disturbance (SED), and to provide prevention, early intervention, and crisis intervention services for students with emotional and behavioral problems through an interagency collaboration model.

Method: A cross-cultural team will work in collaboration with a coordinator, a behavior specialist, and a case manager. Several agencies will work with project staff to develop preventive strategies and to provide input on program development and/or parent training. During the first phase, training will be provided to a designated "student advocate" at each participating school, focusing on preventive strategies and cultural competence. A diagnostic prescriptive center will be established in collaboration with the Arizona Children s Home, a community-based service provider, with interns and consultation provided through cooperation with the University of Arizona Department of Special Education and Rehabilitation. The case manager will also work with parents to support transition back into the child s home school.

Products: Expected outcomes include increased cultural competency for staff, a reduction of students (especially minority group students) in SED placements, and improved behavior among referred students. Training materials and evaluation findings will be distributed to local, regional, and national groups through journal articles, presentations at conferences, and networking with other school districts and postsecondary agencies. Project staff will also be available to provide technical assistance to agencies interested in replicating the model.

Competition 84.237H:
Developing Effective Secondary-School-Based Practices for Youth with Serious Emotional Disturbance

Grant Number: H237H60012

Persistence Plus: Using Check and Connect Procedures for Students with SED

Project Director: Sinclair, Mary

Beginning Date: Aug 1, 1996
Ending Date: Jul 31, 2000

University of Minnesota
Institute on Community Integration
102 Pat
Minneapolis, MN 55455-0223
(612)624-4335

Purpose: To field test the Check and Connect procedure, an empirically validated dropout prevention and intervention strategy for urban middle school youth with learning and emotional/behavioral disabilities), in order to improve service delivery and post-school outcomes.

Method: Interventions will focus on the individual needs and personal development of the student, empowering families to provide educational support to their adolescents, and making changes in the delivery of services. A "monitor" will work with each group of students through graduation, moving with students and families from program to program, actively facilitating regular communication, promoting access to services, and keeping educational progress a foremost concern. Approximately 100 students will be targeted for intervention beginning in grade 9 and continuing for 4 years. Data will be collected on several key constructs: participation in school; identification with school; academic, social, and behavioral performance; school and family support for learning and transition services; and participant satisfaction.

Products: In year 1, an informational brochure will be developed for community awareness. One newsletter or journal article will be drafted each year for publication. By year 4, a user-friendly procedure manual will be developed, describing the Check and Connect procedure and including a component for promoting parent involvement and complementary monitoring strategies. A summary report will also be developed in the fourth year, as will a final technical report. Presentation proposals will also be submitted to national professional associations and meetings.

Grant Number: H237H60022

Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance: The High School/High Skill Project

Project Director: Bullis, Michael

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 1999

University of Oregon
Secondary Special Education
5260 University of Oregon
Eugene, OR97403-5260
(541)346-1645

Purpose: To evaluate the differential effects on adolescents with serious emotional disturbances (SED) of an intervention program consisting of social support, interagency collaboration, competitive work placements, and focused high skill curricular offerings.

Method: The central thesis of this project is that by providing adolescents who have SED with focused, adapted professional technical education (PTE) instruction in high skill level occupations, staff can help them achieve at higher levels than peers not receiving such services. Key components of this service project will include: (a) self-directed transition planning; (b) provision of service management and support; (c) an integrated support system composed of community agencies; (d) competitive work experiences; (e) social support and social skill training offered through direct instruction and peer mentoring; and (f) data collection documenting students in-project and post-project experiences. The program will develop, evaluate, and implement curricula and instructional preparation in two high skill occupations locally in demand, in conjunction with existing school-to-work and PTE teachers and classes. Students with SED will choose to be in one of three groups: no special services; placement in the current service option for adolescents with SED; and placement in the current service option plus the PTE curriculum areas. Outcome analysis will include exploring possible differential effects of intervention on males versus females.

Products: Field-tested curricula in two different occupational areas will be published for use in the district and for dissemination to other interested parties. A set of procedures will also be published for developing integrated curricula that help students with disabilities acquire solid academic and occupational skills within regular settings. At least three articles will be written and submitted to professional journals, and presentations at national conferences are planned for years 3 and 4. Dissemination plans also include provisions for reaching state agencies, parent organizations, and preservice university programs.

Grant Number: H237H60024

A Model Mentor/Advisor Program Supporting Secondary School Youth with Emotional and Behavioral Challenges and Their Families in Rural Vermont

Project Director: Fox, Wayne L.

Beginning Date: Oct 1, 1996
Ending Date: Sep 30, 2000

University Affiliated Program of Vermont
340 Waterman Building
Burlington, VT 05405-0160
(802)656-4031

Purpose: To design, implement, evaluate, and disseminate a model mentor/advisor program to improve educational outcomes for youth with serious emotional disturbances (SED) or at risk for developing serious emotional disturbances.

Method: The proposed model consists of four closely interrelated components emphasizing student empowerment and promoting positive self-esteem. The model will be implemented initially in one rural Vermont secondary school and will be replicated in a second high school during the final 2 years of the project. Model components include: a mentor/advisor who meets regularly with a small group of 6 to 12 heterogeneously grouped students; a Personal Learning Plan for each student, developed with family and mentor guidance; an annual service learning project to be identified, developed, carried out, and evaluated by the students; and mentor/advisor collaboration to provide continuing support for mentor/advisors and for system change. Project staff will provide extensive technical assistance, training, and on-site support to mentor/advisors, family members, educators, staff from local agencies, and the community as a whole. Measures have been selected to directly assess the impact of the proposed mentor/advisor model components on project participants, with appropriate comparisons to control groups.

Products: The plan for disseminating project findings includes the World Wide Web, electronic mail, a replication manual, presentations, and journal articles designed to reach the widest possible audience.

Grant Number: H237H70016

Cognitive/Behavioral Apprenticeship: Validation of a Coordinated Instruction Program to Improve Educational Outcomes for Adolescents with SED

Project Director: Schumaker, Jean B.; Deshler, Donald D.

Beginning Date: Aug 1, 1997
Ending Date: Jul 31, 1998

University of Kansas
Center for Research on Learning
3061 Dole B
Lawrence, KS 66045-7536
(913)864-4780

Purpose: The purpose of this research project is to conduct a series of interrelated investigations to determine the impact of providing intensive intervention to students with serious emotional disturbance (SED) during their middle or junior high school years through the transition into high school. It will also provide a highly coordinated intervention program that is coordinated across settings, teachers, and instructional interventions so that these students can be integrated into and maintained in the general education setting.

Method: The contention of this project is that all students, especially those with challenging disabilities, can best learn through continuous exposure to adults/peers who provide them with appropriate models in how to learn, how to respond, how to deal with stress and frustration, and how to solve problems. This project will develop an apprenticeship model, including both cognitive- and behavioral-based apprenticeships, to validate the intervention procedures.

Products: Project investigators will conduct a series of interrelated studies concerning each of the target components and develop case and longitudinal studies. Data on a variety of implementation, student outcome, and social validity measures will be collected. Multiple baseline and comparison group designs will be utilized to determine the effects of individual and combined interventions. The results of this project should provide educators with new ways of helping secondary students succeed within the general education curriculum.

Grant Number: H237H70033

Developing Effective Secondary School Based Practices for Use with Serious Emotional Disturbance

Project Director: Stodden, Robert A.

Beginning Date: Jan 1, 1997
Ending Date: Sep 30, 2001

University of Hawaii
University Affiliated Program
2530 Dole St.
Honolulu, HI 96822-0000
(808)956-9199

Purpose: The purpose of this model demonstration project is to improve the behavioral and educational outcomes of youth with serious emotional disturbance (SED) and those at risk for developing serious emotional disturbance. The proposed integrated support system model consists of four components centered around the strengths and needs of youth with SED and their families. These components include: interagency participation in strengths-based assessment and planning process; youth and family member participation in an informed-choice, decision making process; coordination of services around the integrated needs of the youth in school and in transitioning successfully to postsecondary and adult community environments after high school; and improvement of learning opportunities and results for youth.

Method: The model will be supported and tested through a "critical friend" framework that will develop a support system of schoolwide and individual student teams. Interagency training and technical assistance will be provided to the teams and the system will be coordinated with other reform and system improvement initiatives and will include documentation, evaluation, and feedback.

Products: The model will be piloted and implemented first in one suburban high school in Honolulu and will then be replicated in two or more other high schools in rural and urban environments during the final two years of the project.

Contracts

Grant Number: HS97017001

Technical Support for the Department of Education's Intitiative to Link Research and Practice to Improve Results for Individuals with Disabilities

Project Director: Fiore, Thomas A.

Beginning Date: Sep 30, 1997
Ending Date: Sep 29, 2002

Research Triangle Institute
3040 Cornwallis Road
Research Triangle, NC 27709
(919)541-7399

Purpose: The Research Triangle Institute (RTI) with a subcontractor team will assist OSEP's Division of Research to Practice (DRP) in advancing OSEP's mission of improving results for children with disabilities in ways that support the development of independent, productive citizens.

Method: RTI's proposed team has expertise and experience to provide assistance in all the required technical activity areas: strategic program planning and management, policy assessment, discretionary program assessments, communication of research, management services for conferences and meetings, and performance management. Strategic program planning and management will provide a framework for the entire technical support effort. Policy assessments are one vehicle through which OSEP identifies, explores, and responds to strategic issues that emerge in its federal, state, or local environments. Program assessments are critical in measuring progress and performance with respect to a strategic plan. Communication of research is a key component in moving research to practice. Finally, providing management services for conferences and meetings is essential to the strategic planning and implementation process.

Products: RTI's experience allows it to offer a diverse set of skills and knowledge to support DRP as it strives to achieve greater impact from the research investments it manages under IDEA. RTI's staff and those of its subcontractors will extend and enhance OSEP's capacities to establish, support, manage, and leverage an optimal research investment portfolio.

***Grant Number:* HS97017002**

Technical Support for the Department of Education's Initiative to Link Research and Practice to Improve Results for Individuals with Disabilities

Project Director: Kane, Michael

Beginning Date: Sep 30, 1997
Ending Date: Sep 29, 2002

American Institutes for Research
3333 K Street, NW
Washington, DC 20202
(202)342-5031

Purpose: The American Institutes for Research will continue to provide to OSEP's Division of Research to Practice (DRP) technical support services similar to what they have provided over the past five years.

Method: This contract will support OSEP's expanded technical support needs by providing it with ready access to a qualified team of organizations, senior staff, and university-based researchers who have extensive experience in general and special education and in working with OSEP. Activities include: strategic program planning and management, policy assessment, discretionary program assessment, communication of research, management services for conferences and meetings, and the establishment of a performance measurement system.

Products: By continuing to manage DRP's research portfolios and communicating the special education knowledge base in order to build upon past accomplishments, leverage limited resources, and contribute to effective and sustainable knowledge use The American Institutes for Research, under this contract, will be continuing its work to improve results for infants, toddlers, children, and youth with disabilities across all environments.

Indexes

Project Director Index

A

Abery, Brian 213
Agran, Martin 298
Algozzine, Bob 347
Als, Heidelise 144
Ames, Nancy 50
Anderson-Inman, Lynne 238
Andrews, Jean 10
Appoloni, Tony 170
Aune, Betty 250

B

Bailey, Donald 4, 7, 19, 24
Balcazar, Fabricio E. 320
Bamonto, Suzanne (Student) 8
Barringer, DG 153
Beavers, Karen (Student) 3
Behrman, Michael 276
Bentz, Johnell 42
Benz, Michael 57, 286
Bess, Fred H. 26
Boe, Erling 21
Boone, Harriet 10
Borden, Dennis 267
Boudah, Daniel 82
Bounds, Betsy 318, 359
Braman, Steve 38
Bricker, Diane 164
Brown, Carole 137
Brown, William H. 136
Bruder, Mary Beth 107, 146
Bulgren, Janis 32
Bullis, Michael 36, 352, 364
Bunse, Carol 168
Burgstahler, Sheryl 244
Buysse, Virginia 89
Byron, Gjerde 243

C

Campeau, Darlene M. 133
Carnine, Douglas 51
Carta, Judith 29, 152
Chambers, Jay 335
Chen, Deborah 115, 219
Clark, Deborah 256
Cole, Kevin 15, 159
Cushing, Alice 199

D

Davis, Karen 182, 267
Degonzague, Arleen 214
Denning, Douglas 99
Deshler, Donald 309, 365
Dinnebeil, Laurie 198
Dominguez, Maeve 125
Donovan, Margaret 343
Donovan, Mark 286
Dorn, Sherman 87
Dowse, Patricia 296
Duda, Desiree 245
Duke, Aylin 161
Dunlap, Glen 108, 184
Dunst, Carl 114, 176, 178

E

Elliott, Stephen 69, 74
Emerson, John 253, 299
Englert, Carol Sue 27
Everson, Jane 6

F

Faust, Vickie 231
Favazza, Paddy 87
Ferrara, Joseph 295
Fewell, Rebecca R. 46
Fiore, Thomas A. 369
Fitzgerald, Martha 351
Flannery, Brigid 252
Flexer, Robert 252
Flynn, Linda 149
Flynn, Nona 161
Fowler, Susan 151, 175, 207
Fox, Nathan A. 349
Fox, Wayne 60, 265, 365
Franklin, Barbara 220
Frey, William 339
Fuchs, Doug 45, 79
Fuchs, Lynn 45, 73, 79

G

Garland, Corinne 139, 147, 162, 179, 265
Geenen, Sarah (Student) 3
Gerrod, Peter 237
Gersten, Russell 57
Giangreco, Michael 219
Glantz, Larry 248
Gliner, Jeffrey A. 26

Gold, Susan 137
Goldberg, Paula 112
Graham, Steve 5
Greenwood, Charles 80
Gresham, Frank 21
Groves, Maketa 358
Guess, Doug 16

H

Haggart, Ann 111, 185
Hagner, David 319
Haigh, John 70
Halpern, Andrew 294, 312
Haney, Michelle 109
Hanline, Mary Frances 119
Hasazi, Susan Brody 310, 321, 327
Hatton, Deborah 90
Heidelise, Als 37
Heinlein, Ken B. 41
Heller, Tamar 293
Herdiga, Julia 172
Herwig, Julia 131
Horne, Richard 321
Horwitz, Alan 223
Hughes, Carolyn 289
Hull, Raymond H. 44
Hunt, Pam 58
Hutinger, Patricia 125, 176, 179

I

Inge, Katherine J. 266
Inman, Karen 313

J

Jackson, Dorothy 9
Jameson, Devi 319
Jelinek Lewis, Margaret S. (Student) 9
Jeppesen, M. K. 133, 164, 165, 183
Jesien, George 156
Jimenez, Robert T. 89
Johnson, David 53, 232
Johnson, Hyacinth 160
Johnson, Jean 121

K

Kaczmarek, Louise 116
Kaiser, Denise 122, 278
Kameenui, Ed 80
Kaminski, Ruth 209
Kamps, Debra 17, 350
Kane, Michael 369
Keys, Christopher 320
Kiernan, William 54, 263
Kilgore, Karen 42
Kimm, Christina 230
King-Sears, Margaret 38
Kjerland, Linda 146
Klein, Diane 264
Kleinert, Harold 72
Klingner, Janette 55
Knight, Stephanie 82
Knoster, Tim 268
Koppenhaver, David A. 71
Kortering, Larry J. 323
Kratochwill, Thomas 3, 51, 69, 74
Kregel, John 52

L

Lane, Shelly 124
Lange, Cheryl 24
Larson, Herbert 225
Lehmann, Jean 241
Lichtenstein, Stephen 246
Lindeman, David 181
Logan, Kent R. 81
Lopez-Reyna, Norma 28
Lowitzer, Arthur 259

M

MacMillan, Donald L 40
Maddox, Mary 196
Madison, Marion 275
Mahoney, Gerald 110, 117
Mann, William C. 61
Mar, Harvey 215
Marks, Janice 247
Martin, James 263
Mathes, Patricia 65
McCollum, Jeanette 171
McCue, Michael 243, 315
McEvoy, Mary A. 19, 177
McLaughlin, Margaret 49
McLean, Lee 150
McNair-Gallup,Sue 80
McWilliam, Phyllis 195
Mellard, Daryl F. 95
Michaels, Craig 277
Minskoff, Esther 248
Montague, Marjorie 348
Moore, Susan 158
Morgan, Robert L. 317
Moriarty, Mary E. 242
Morocco, Catherine Cobb 103

Morris, Sandra 174
Mulligan Gordon, Sarah 154

N

Nelson, Debra 113
Nelson, Ron 91
Nietupski, John 300
Nissing, Margaret 120

O

O'Donnell, Karen 107, 135
O'Reilly, Fran E. (Student) 11
Odom, Samuel 189
Olson, Jennifer 194
Olson, Raymond 223
Oxley, Diana 260

P

Parmar, Rene S. 44
Pearl, Lynda 128
Pearl, Ruth 39
Peterson, Willa 255, 296
Phelps, Allen 281
Pittman, Paula 184
Plue, Cynthia (Student) 10
Pokorni, Judith 126
Powers, Laurie 3, 300, 305
Pretti-Frontczak, Kristi 88
Pumpian, Ian 297

R

Raab, Melinda M. 176, 178
Rasbold, Ruth-ann 196
Reed-Victor, Evelyn (Student) 5
Reichle, Joe 177
Reinhardtsen, Janet M. 317
Risley, Todd 132
Roberts, Jane (Student) 4
Robinson, Cordelia 118, 130, 155
Rodriguez, Patricia B. (Student) 7
Ross, Stuart 236
Rowland, Charity 127, 157, 214
Rues, Jane 16
Rule, Sarah 8

S

Salisbury, Christine 59, 271
Salzberg, Charles 235
Sands, Deanna J. 305
Schaughency, Elizabeth 239
Schumaker, Jean Bragg 32, 365
Schwager, Melvin 356
Schwartz, Ilene 139
Scott, Keith G. 18
Selz, Laurie J. (Student) 10
Sheaffer, Karen 123
Shemetulskis, Carol M. 355
Shinn, Mark R. 8
Siders, Jane 173, 241
Siegel, Shepherd 235, 289
Simmons, Deborah 31
Simmons, Thomas 311
Sinclair, Mary 363
Singer, George 120
Siperstein, Gary 23, 30
Smith, Roger 250
Smith, Stephen W. 350
Sowers, Joann 314
Speece, Deborah 72
Spencer, Helen 197
Squires, Jane 145
Stodden, Robert 168, 287, 357, 366
Stokes, John 229
Stowitschek, Joseph 148, 301
Strache, Fred 251
Strain, Philip 34, 36, 180
Stronge, J. 5
Sullivan, Nanci 25

T

Templeman, Torry 193
Test, David 288
Thomas, Eugene 298
Thompson, Barbara 134
Thompson, Sandra 294
Tilson, George 315
Tindal, Gerald 17, 74
Todis, Bonnie 33
Toncar, Carol 290
Trivette, Carol 35
Troia, Gary (Student) 5
Trossi, Katherine 233
Tso, Marion (Student) 8

U

Udell, Tom 166
Ulrich, Grace 359

V

Vadasy, Patricia 56
Valenti, Debbie 238, 285
Vaughn, Sharon 65
Vogelsberg, R. Timm 54
Volmer, Lorna 128

W

Wallace, Teri 49
Walther-Thomas, C. 5
Ward, Patricia 169, 208
Watanabe, Addison 310
Wehmeyer, Michael 22, 59, 135, 292
Weidle, James 312
West, Michael D. 322
Williams, Ed R. 249
Williams, Joanna P. 40
Williamson, Gordon 198
Winnick, Joseph 20
Winton, Pamela 156
Woodrick, William 224
Woodruff, Geneva 110, 143

Y

Yoder, Paul J. 15
Ysseldyke, James 24

Z

Zachmeyer, Richard 291
Zeph, Lucille A. 254
Ziang, Dalun (Student) 6
Zigmund, Naomi 25

Organization Index

A

Academy for Educational Development 321
Allegheny-Singer Research Institute 114, 204, 271
Allegheny University of the Health Sciences 59, 133
American Institutes for Research 335, 339, 369
Ann G. Haggart Associates, Inc. 111, 185
Appalachian State University 323
Arc 22, 59, 135, 292
Arizona State University 91

B

Benefield Elementary School 81
Bureau of Indian Affairs Education 298

C

California State University, Fullerton 236
California State University, Los Angeles 230, 264
California State University, Northridge 109, 115, 219, 221, 225
Catskill Center for Independence 291
Center for Applied Neuropsychology 243, 315
CESA 5 Portage Project 131, 172
Child Development Resources, Inc. 138, 162, 179, 265
Children's Hospital Medical Center of Akron 110, 117
Children's Hospital of Boston 37, 54, 144, 263
Children's Hospital of Denver 130
College of William and Mary 5
Colorado State University 26, 241
Columbia Basin College 243
Columbia University Teachers College 40

D

Dartmouth College 120, 305
Duke University Medical Center 107, 135

E

East Tennessee State University 128
Easter Seal Society of Southeastern Michigan, Inc. 355
Education Development Center 50, 103
Educational Service District 112 (Vancouver, WA) 317
Englewood Public Schools 356
Eugene Research Institute 57
Every Child Can Learn Foundation 358

F

Federation for Children with Special Needs 196
Fitchburg State College 255, 296
Florida State University 119
Foundation for Children with AIDS 110, 143

G

George Mason University 276
George Washington University 197
Georgetown University 126
Georgia State University 43
Grand Valley State University 239
Grant Wood Area Education Agency 300

H

Harvard College 11
Hawaii Department of Education 343
Hawaii Department of Health 121
Heartland Area Education Agency 128
Henderson State University 231
Howard Community College 247

I

Institute for Career and Leisure Development 38
Institute on Disability and Human Development 320

J

James Madison University 248
John F. Kennedy Medical Center 198
Johns Hopkins University 38

K

Kent State University 252, 290
Kentucky Dept. of Education 72

L

LaGuardia Community College 245
Lamar University 10
Lewis and Clark Community College 231
Life Works 146
Livingston University 275

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

Louisiana State University Medical Center 6
Lt. Joseph P. Kennedy Institute 137

M

Marriott Foundation for People with Disabilities 286
Maryland State Department of Education 70
Massachusetts Office for Children 123
Mental Health Association of South Central Kansas, Inc 359
Michigan State University 27
Minnesota Department of Children and Families 294
Minot State University 295
Mississippi State University 234

N

National Academy of Sciences 99
National Center for Disability Services 277
New York State Rehabilitation Association 296

O

Ohio Department of Mental Retardation and Developmental Disabilities 160
Ohio State University Research Foundation 9
Ohio Valley Educational Cooperative 122, 278
Oregon Health Sciences University 3, 267, 292, 300
Orelena Hawks Puckett Institute 169, 176, 178, 208

P

PACER Center, Inc 112
Parent Educational Advocacy Training Center 161
Pennsylvania Department of Education 268
Pennsylvania State University 254
Puget Sound Educational Service District 289

R

Research Triangle Institute 369
Rochester Institute of Technology 223
Rum River Special Education Cooperative 316

S

Saint Johns University 44
Saint Luke's Roosevelt Hospital Center 215
Saint Paul Technical College 223
San Diego State University Foundation 240, 297
San Francisco State University 58, 220, 310
SKI*HI Institute 184
Sonoma State University 170
South Carolina Research Institute 136
Springfield Community College 242
Springfield School District #19 80
SRI International 331
State University of New York, Albany 214
State University of New York, Brockport 20
State University of New York, Buffalo 61, 124, 313

T

Texas A & M 82
Transcen, Inc 315
Tucson Unified School District 318, 359

U

University of Alaska 132, 312
University of Arkansas 229, 249
University of California, Riverside 21, 40
University of Colorado 34, 36, 158, 180, 263, 305
University of Colorado Health Sciences Center 118, 149, 155
University of Connecticut Health Center 107, 146
University of Florida 42, 350
University of Georgia 182, 267
University of Hawaii 167, 237, 287, 357, 366
University of Idaho 194
University of Illinois 28, 39, 42, 89, 151, 171, 175, 207, 293
University of Kansas 16, 17, 29, 32, 80, 95, 134, 150, 152, 181, 309, 350, 365
University of Kentucky Research Foundation 161
University of Louisville 311
University of Maine 254
University of Maryland 5, 49, 72, 349
University of Massachusetts 23, 30
University of Memphis 87
University of Miami 18, 46, 55, 65, 137, 348
University of Minnesota 19, 24, 49, 177, 213, 232, 250, 363
University of Montana 53, 54, 129, 154, 163, 174, 195
University of Nebraska Medical Center 259
University of New Hampshire 113, 247, 314, 319
University of New Mexico 125, 199
University of North Carolina 4, 7, 10, 19, 24, 71, 89, 90, 156, 181, 189, 193, 288, 347
University of Oregon 8, 17, 31, 36, 51, 57, 74, 80, 88, 145, 164, 209, 239, 252, 260, 286, 294, 312, 352, 364
University of Pennsylvania 21
University of Pittsburgh 25, 116
University of South Florida 108, 184
University of Southern Maine 248
University of Southern Mississippi 173, 241
University of Tennessee College of Education 224

University of Toledo 198
University of Vermont 60, 219, 265, 310, 327, 351, 365
University of Washington 15, 139, 148, 244, 301
University of Wisconsin 3, 51, 69, 74, 250, 281
University of Wyoming 41
Utah State University 8, 133, 153, 164, 165, 183, 235, 298, 317

V

Valencia Community College 256
Vanderbilt University 15, 45, 65, 73, 79, 87 289
Vanderbilt University School of Medicine 26
Virginia Commonwealth University 52, 238, 266, 285, 322
Virginia Department of Rehabilitative Services & Education Services 233

W

Washington Research Institute 56, 120, 159, 196, 253, 299
Washington State University 127, 157, 214
West Contra Costa Unified School District 319
Western Illinois University 125, 176, 179
Western Oregon State College 33, 166, 168, 193
Wichita State University 44
Williamsburg Area Child Development Resources, Inc. 147

State Index

A

Alabama 275
Alaska 132, 312
Arizona 91, 298, 318, 359
Arkansas 229, 231, 249

C

California 21, 40, 58, 109, 115, 170, 219, 220, 225, 230, 236, 240, 251, 264, 297, 310, 319, 331, 339, 358
Colorado 26, 34, 36, 118, 130, 149, 155, 158, 180, 241, 263
Connecticut 107, 146

D

District of Columbia 99, 126, 137, 197, 286, 321, 335, 369

F

Florida 18, 42, 46, 55, 65, 108, 119, 137, 184, 256, 348, 350

G

Georgia 43, 81, 182, 267

H

Hawaii 167, 237, 287, 343, 357, 366

I

Idaho 194
Illinois 28, 39, 42, 89, 125, 151, 171, 175, 176, 179, 207, 231, 293, 320
Iowa 128, 300

K

Kansas 16, 17, 29, 32, 44, 80, 95, 134, 150, 152, 181, 309, 350, 359, 365
Kentucky 72, 122, 161, 278

L

Louisiana 6

M

Maine 248, 254
Maryland 5, 38, 49, 70, 72, 247, 315, 349
Massachusetts 11, 23, 30, 37, 50, 54, 103, 110, 123, 143, 144, 196, 242, 255, 263, 296
Michigan 27, 239, 240, 355
Minnesota 19, 24, 49, 53, 112, 146, 177, 213, 223, 232, 250, 294, 316, 363
Mississippi 173, 234, 241
Montana 54, 129, 154, 163, 174, 195

N

Nebraska 259
New Hampshire 111, 113, 120, 185, 246, 305, 314
New Jersey 198, 356
New Mexico 125, 199
New York 20, 40, 44, 61, 124, 214, 215, 223, 277, 291, 296, 313
North Carolina 4, 7, 10, 19, 24, 35, 71, 89, 90, 107, 135, 156, 169, 176, 178, 181, 189, 193, 208, 288, 319, 323, 347, 369
North Dakota 295

O

Ohio 9, 110, 117, 160, 198, 252, 290
Oregon 3, 8, 17, 31, 33, 36, 51, 57, 74, 88, 145, 164, 166, 178, 193, 209, 238, 252, 260, 267, 286, 292, 294, 300, 312, 352, 364

P

Pennsylvania 21, 24, 59, 114, 116, 133, 204, 243, 254, 268, 271

S

South Carolina 136

T

Tennessee 14, 26, 45, 65, 73, 79, 87, 128, 224, 289
Texas 10, 22, 59, 82, 135, 292

U

Utah 8, 133, 153, 164, 165, 183, 184, 235, 298, 317

V

Vermont 60, 219, 265, 310, 321, 327, 351, 365
Virginia 5, 38, 52, 138, 147, 161, 162, 179, 233, 234, 238, 248, 265, 266, 276, 285, 322

W

Washington 15, 56, 120, 127, 139, 148, 157, 159, 196, 214, 235, 243, 244, 253, 289, 299, 301, 317
Wisconsin 3, 51, 69, 74, 131, 156, 172, 250, 281
Wyoming 41

Subject Index

A
Academic Performance 24, 30
Access to Postsecondary Education 223*, 224, 225, 230, 231, 237, 241, 246
Accommodations (Academic) 225, 232, 233, 234, 235*, 236, 237, 239, 241*, 242, 243*, 248, 249, 252, 254
Accommodations (Employment) 238, 243, 249, 250
Accommodations (Testing) 20, 44, 69, 70, 71, 73, 74*
Action Research 281
Adaptive Behavior 198
Administrator Role 59
Affective Characteristics 21
African Americans 355, 358
Aggression 36
AIDS see Human Immunodeficiency Virus
American Indians 129, 232, 295, 298
Anglo Europeans 129
Applied Behavior Analysis 139
Apprenticeships 365
Articulation Skills 44
Arts Education 176
Asian Americans 10, 230
Assistive Technology 61, 112, 117, 122, 124, 125, 214, 233, 234, 244, 250, 267, 313
Attention Deficit Hyperactivity Disorder 30, 46, 239, 248
Auditory Characteristics 26
Authentic Assessment 28
Autism 17, 26, 128, 132, 139, 180, 184

B
Beginning Teachers 42
Behavior Adjustment 30
Behavior Change Generalization 139
Behavior Development 182
Behavior Disorders see Emotional/Behavior Disorders
Behavior Management 39, 128, 177, 178, 214
Behavior Outcomes 40
Behavior Patterns 16
Behavior Problems 4, 91, 136, 347, 348, 350, 351, 356, 359
Behavioral Momentum 19
Bilingual/Bicultural Approach 28, 42, 184
Blindness/Partial Vision 90, 115, 183, 236
Braille Transcription 236
Business Education 26

C
Career Development 223, 231*, 234, 235*, 238, 241, 242, 244, 251, 255, 275, 289, 309, 310, 311, 314, 315, 317, 318, 319*, 321, 323, 352
Caregiver-Child Relationship 219
Change Sustainability 55, 56, 57
Charter Schools 24
Child Abuse 136
Child Care Programs 128, 134, 137*, 143, 154, 155, 162, 164, 166, 173, 185, 198, 265
Child Care Resources 123
Child Development 10, 19
Child Development Assessment 41, 209
Child Find 122
Children's Literature 196
Classroom Environmental Influence 60
Closed Captioning 9
Cognitive Development 127
Cognitive Disabilities 7, 22, 91, 121, 126, 135, 155, 231, 263
College Preparation 247
Communication Disorders 108
Communication Skill Development 15, 157, 214*, 219, 220
Community Capacity Building 113, 114, 116, 126
Community Involvement 277, 356
Composition (Writing) 5
Comprehension 40
Comprehensive Services see Integrated Services
Computer-Assisted Instruction 238
Computer Education 256
Conflict Resolution 350
Consortia 268, 271, 298
Consultation Programs 173, 252, 264
Content Learning 103
Content Teaching 17
Core Competencies 193
Course Content Analysis 32
Creative Arts Curriculum 175
Crisis Intervention 359
Critical Thinking 40
Cross-Age Tutoring 45
Cultural Diversity 89, 109, 111, 112, 137, 143, 146, 149, 161, 163, 167, 175, 207, 263, 298, 312, 343,

An asterisk after a page number indicates that the reference occurs in more than one project on that page.

355, 357, 358, 359
Curriculum-Based Assessment 248
Curriculum-Based Measurement 42
Curriculum Development 27, 120, 125*, 263, 305, 315, 317, 319, 321

D

Deaf-Blindness 133, 213, 214, 215, 219*, 220
Deafness/Partial Hearing 9, 10, 43, 44, 165, 184, 223*, 224, 225, 237, 245
Developmental Delays 136, 175
Developmental Disabilities see Cognitive Disabilities
Developmental Therapy 182, 267
Developmentally Appropriate Practices 110, 117, 119, 125, 152, 159, 176
Direct Instruction 15
Disability Identification 40, 41, 65, 145
Disproportionate Representation of Minority Children 72
Distance Education 237, 295, 298, 313
Dropout Prevention 277, 278, 310, 312, 314, 316, 319, 320, 323, 363
Dropouts 277
Drug-Abusing Parents 135
Drug-Exposed Infants 18, 29
Drug Therapy 239

E

Early Identification 46, 109, 145
Early Intervention 5, 8, 18, 27, 34, 35, 37, 51, 90, 107, 109, 114, 115, 118, 119, 120, 122, 126, 128, 130, 132, 138, 143, 144, 146, 147, 149, 153, 156*, 163, 164, 168, 169, 171, 176*, 178, 179, 180, 181, 183, 193*, 195, 198, 199, 204, 207, 209 (see also Transition from Early Intervention to School)
Early Intervention Outcomes 331
Ecological System Analysis 189
Educational Cooperation 223
Educational Diagnosis see Disability Identification
Educational Games 178
Educational History 87
Educational Opportunities 208, 241, 265
Educational Reform 49, 55, 56, 57, 58, 59
Educational Technology 253
Emotional/Behavior Disorders 10, 26, 33, 36, 91, 95, 108, 182, 267, 276, 298, 299, 310, 318, 319, 321, 352*, 358, 359*, 363, 364, 365*, 366
Emotional/Behavior Disorders Prevention 347, 348, 350*, 351, 355, 356, 357, 358, 359*, 365
Emotional Development 182
Emotional Problems 347, 348, 351, 359
Employment Accommodations see Accommodations (Employment)
Employment Incentives see Work Incentives
Employment Opportunities 230, 275

Employment Programs 53, 54*, 240, 244, 286, 297, 300, 322 (see also Transition from High School to Employment)
Enterprise Zones/Empowerment Communities 137, 146, 148, 150, 151, 154, 160, 161, 162
Excellence in Education 49*, 50, 51
Exemplary Practices 128, 176, 204, 219, 266, 267, 287, 296, 301, 305, 327
Expert Systems 339
Expressive Arts 176

F

Family Adjustment 7, 24
Family-Centered Programs 110*, 113, 115, 116, 118, 120, 131, 132, 138, 146, 147, 149, 151, 153, 158, 163, 167, 169, 172, 173, 181, 193, 194, 195, 208
Family Involvement see Parent Involvement
Family Outcomes 209
FM Systems 220
Fragile X Syndrome 4, 19, 24
Functional Analysis 3
Functional Assessment 139

G

General Education Diploma 95, 299
Generalization 17, 19
Goal Setting 38
Grouping 65

H

Habilitative Services 130
Hearing Aids 44
Hearing Impairments see Deafness/Partial Hearing
High-Probability Requests 19
Higher Education Faculty Training 149, 156, 233
Hispanic Americans 109, 358
Home-Based Programs 110, 165, 168, 350
Home Schooling 24
Human Immunodeficiency Virus 110

I

Incarceration 33, 36
Inclusion 11, 17*, 27, 32, 38, 50, 58, 59*, 60, 61, 79, 82, 89, 111, 112, 114, 128, 129, 134, 137*, 149, 150, 151, 152, 154, 155, 159, 162, 165, 173, 174, 185, 189, 194, 197, 199, 219, 220, 245, 259, 260, 263, 265*, 266, 267*, 271, 310, 315, 320, 321, 343

Inclusion Specialists 264
Independent Living Skills 214
Individualized Education Programs 6, 88
Individualized Family Service Plans 88, 116, 146, 147, 169
Individualized Support 108
Information Resources 134
Information Services 158
Inservice Education 128, 134, 143, 147, 156, 161, 168, 174, 175, 179, 183, 193*, 197, 198*, 199, 254, 264, 271, 288, 311
Instructional Effectiveness 3, 8, 15, 31, 99, 254
Integrated Services 133, 135, 136, 138, 181, 297, 349
Interagency Cooperation see Service Coordination
Interagency Coordinating Councils 196
IQ-Achievement Discrepancy 72

J

Job Placement 242, 245, 285, 286
Juvenile Corrections 33, 36

L

Language Minority Students see Limited English Proficiency
Language Skill Development see Literacy Education
Leadership Training 156, 160, 196, 255, 296
Learning Disabilities 5, 8, 23, 28, 40, 57, 65, 72, 89, 91, 95, 238, 248, 276, 299, 310, 311, 318, 363
Learning Strategies 59, 281, 309
Learning Styles 232, 243*, 249, 256
Leisure Education 291
Leukemia 25
Life Management Curriculum 278
Limited English Proficiency 89, 196, 207
Literacy Education 27, 28, 45, 80, 129, 137, 196, 275
Low Achievement 65
Low Incidence Disabilities 118, 123, 125, 148, 150, 154, 155, 183

M

Maintenance 17
Mathematics Assessment 44
Mediated Learning 15, 159
Mental Health Programs 298
Mental Retardation see Cognitive Disabilities
Mentorship Programs 131, 137, 168, 184, 293, 296*, 313, 314, 315, 322, 365
Mexican Americans 7
Middle School Transition 23
Mild Disabilities 21, 27, 44, 278, 309
Minority Groups 256, 263, 297, 320
Motion Video CD-ROM 317
Multidisciplinary Approach 185, 197
Multiple Disabilities 115, 153, 157

N

Native Americans see American Indians
Native Hawaiians 343, 357
Neonatal Intensive Care Units 120, 144
Neurobehavioral Organization Development 120
Nonaversive Behavior Management Techniques 128
Nurse Role 138

O

Occupational Therapy 181
Outcomes of Education 15, 21, 35, 40, 57, 331
Outdoor School Programs 38
Outreach Programs 143, 148, 150, 152, 153, 154, 156, 160, 163, 164, 164, 166, 167, 169, 174, 175, 176, 177, 178, 179, 180, 181, 184*, 185, 224, 225, 265*, 268, 286, 289, 290, 291, 292, 296, 298, 300, 301

P

Paraprofessional Personnel 357
Parent-Child Relationship 135, 171
Parent-Completed Questionnaires 145
Parent Counseling 123
Parent Involvement 3, 45, 51, 289, 350, 355, 359, 363, 366
Parent Training 121, 196
Parents with Disabilities 10
Partial Hearing see Deafness/Partial Hearing
Partial Vision see Blindness/Partial Vision
Participatory Research 82
Peer Interaction 19, 139
Peer Mediation 350
Peer Relationship 87, 89, 366
Peer-to-Peer Support 58, 289, 296
Peer Tutoring 350
Performance Assessment 69
Performance Assessment for Self-Sufficiency 339
Performance Enhancement Routines 32
Performance Factors 49, 50, 51
Performance Feedback 8, 32
Persistence 11
Personal Futures Planning 133
Pervasive Developmental Disorders 127
Physical Disabilities 71
Physical Fitness Standards 20
Physical Therapy 181
Physician Role 179
Play 119, 124, 171, 196
Policy Analysis 327, 335
Portfolio Assessment 72

Positive Behavioral Support 268

Postsecondary Education 24, 231, 232, 252*, 253, 254, 255, 300 (see also Transition from High School to Postsecondary Education)

Postsecondary Education Consortia 224, 225, 246, 248

Poverty 5, 126, 320

Practitioner-Researcher Collaboration 79, 80*, 81

Prelinguistic Communication 15

Prenatal HIV Exposure 107

Preterm Infants 37

Primary Health Care 126

Problem Solving 127, 135

Program Development 158

Program Quality 209, 259

Program Self-Enhancement 148

Protective Factors 29

Psychoeducational Assessment Models 215

Puerto Ricans 146

R

Reading Achievement 8

Reading Assessment 42, 71, 72

Reading Comprehension 9

Reading Difficulties 31, 72, 99

Reading Instruction 65, 72, 79

Reading Proficiency 42

Recreational Activities 263, 291

Related Services 219

Remedial Instruction 31, 248

Research to Practice Link 79, 80*, 81, 82, 176, 204, 213, 369

Researcher-Practitioner Collaboration 79, 80*, 81

Residential Camp Programs 38

Resilience 5, 10, 33, 39, 198, 316

Resource Allocation 335

Risk Factors 29, 39

Role Models 365

Rural Areas 128, 132, 150, 174, 195, 295, 365

S

Safety Skills 8

School Choice 24

School Restructuring 281, 310, 321

School-to-Adult-Life Transition see Transition from High School to Adult Life

School-to-Work Transition see Transition from High School to Employment

Screening Programs 145

Second Chance Programs 24

Self-Advocacy 296

Self-Determination 22, 135, 213, 263, 277, 287, 290, 292*, 294, 298, 305, 312, 317

Self-Management 38, 59

Self-Modeling 312

Self-Regulation 125

Sensory Impairments 153

Serious Emotional Disturbance see Emotional/Behavior Disorders

Service Coordination 107*, 109, 114, 116, 118, 130, 133, 149, 156, 161, 166, 167, 169, 170, 179, 181, 195, 286, 287, 296, 297, 300, 319*, 321, 327, 349, 352*, 358, 359, 364, 366

Service Learning 250, 365

Severe Disabilities 16, 19, 34, 58, 59, 60, 120, 146, 157, 240, 256, 259, 263, 264, 265*, 266, 267*, 268, 289, 297, 298, 317, 322

Skilled Occupations 364

Social Adjustment 21

Social Integration 87, 263

Social Skills Development 24, 34, 182, 219, 310, 350

Social Support 23

Special Education Finance 335

Speech Impairments 71

Speech Therapy 44, 181

Standardized Testing 69

Standards-Based Reform 260

Story Telling 137

Strategic Planning 369*

Strategy Instruction 5, 89

Stress Management 23

Student Assessment 3, 28, 32, 69, 70, 73, 74*

Student Empowerment 365

Student Involvement 252, 292, 300, 305*, 317, 320

Student Placement 21

Student Recruitment/Retention 235, 241, 246, 247, 250, 252

Student Support Services 103, 235, 241, 242, 245, 246, 248, 249, 251, 252, 253, 254, 255, 256, 259

Study Guides 32

Study Strategies 238

Supplemental Security Income 52, 53

Supplemental Security Income Work Incentives 54*

Supported Employment 285

Systems Change 156, 164, 252, 265, 293

T

Tangible Symbols 157

Teacher Change 88

Teacher Collaboration 17, 194, 264

Teacher Influence 30

Teacher Researchers 17

Teacher Retention 21

Teacher Supply and Demand 21

Teacher Socialization 42

Teamwork 41, 58, 147, 150, 158, 160, 161, 173, 177, 194
Technical Assistance 146, 151, 152, 154, 155, 156*, 160, 161, 164, 166, 167, 170, 172, 176, 177, 178, 184, 196, 198*, 213, 223, 224, 225, 271, 285, 288, 369*
Technical Education 321, 364
Technological Literacy 125, 179, 300
Telecommuting 295
Telecourses 237
Television Programs 9
Testing Accommodations see Accommodations (Testing)
Time Delay 8
Training theTrainer Model 144, 145, 148*, 153, 154, 164*, 165, 166, 167, 168, 170
Transdisciplinary Approach 118, 147, 173
Transition from Early Intervention to School 111, 133, 161, 195
Transition from Elementary to Middle School 23
Transition from High School to Adult Life 3, 6, 291, 292, 293, 294, 296*, 297, 300*, 301, 305*, 311, 312*, 315*, 318, 319, 320, 321*, 323, 327, 339, 366
Transition from High School to Employment 52, 53, 54, 231, 233, 234, 240, 243, 251, 255, 266, 267, 275, 276, 278, 286*, 287, 288, 289*, 290, 294, 295, 299, 310, 314, 317, 319, 322, 364
Transition from High School to Postsecondary Education 235*, 247, 252, 253, 254, 313
Transition from Incarceration to the Community 33, 36
Transition Planning 293, 294, 309
Treatment Utility 3
Tutoring 245

U

Urban Areas 50, 58

V

Video Exploration 312
Visual Impairments see Blindness/Partial Vision
Vocabulary Development 31, 33
Vocational Education 288

W

Work Experience Programs 244, 248, 251, 294, 364
Work Incentives 52, 53, 54*
Workplace Supports 285
Workplace Technology 229
World Wide Web 134
Writing Strategies Instruction 5
Written Composition 5